

**Study
Report
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**Development of a Prototype
Self-Assessment Program in Support
of Soldier Competency Assessment**

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Human Resources Research Organization



**United States Army Research Institute
for the Behavioral and Social Sciences**

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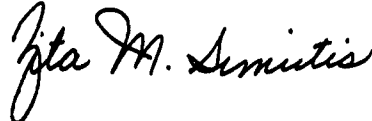
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The Army Test Program Advisory Team (ATPAT)

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DEVELOPMENT OF A PROTOTYPE SELF-ASSESSMENT PROGRAM IN SUPPORT OF SOLDIER COMPETENCY ASSESSMENT

EXECUTIVE SUMMARY

Study Requirement:

Through the Army Training and Leader Development Panel (ATLDP), noncommissioned officers (NCOs) requested that the Army assess NCOs' tactical, technical, and leadership competencies. That mandate influenced the "Performance Measures for 21st Century Soldier Assessment (Perform21)" (Contract DASW01-98-D-0047, DO 47) research effort, which is a 3-year feasibility effort to identify viable approaches for the development of an Army assessment program for enlisted personnel. The objective of the current study was to design a Self-Assessment System (SAS) that would help Soldiers prepare for the core skills test in terms of the content, and the testing process, as well as familiarizing them with the junior NCO promotion process and the duties and responsibilities of NCOs. Additionally, the study projected the requirements for implementation of the SAS.

Procedure:

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) conducted this study to design a self-assessment system to help Soldiers prepare for an Army-wide core assessment. Soldier preparation for testing is multi-faceted. Soldiers preparing to be promoted into the NCO corps often do not fully understand the requirements of the junior noncommissioned officer promotion system. Moreover, they do not know how well their own knowledges, skills, and attributes (KSAs) meet NCO promotion requirements. Finally, there are concerns such as test anxiety, familiarity with test presentations, and test formats that can confound testing results. In exploring these areas, we performed two primary activities.

Project staff first reviewed current best practices in the field of test preparation including what is done in the U.S. Air Force (USAF) and U.S. Navy (USN) and in academic and test industry applications. The USAF provides its airmen with study guides that cover all potential test information. The USN provides sailors with two test preparation documents: (1) bibliographies that contain all study references and (2) study guides that describe the examination process, preparation tips, and sample questions that allow sailors to see the types of questions to expect on the examination. Neither service provides full-length practice tests. The test industry (e.g., Educational Testing Service [ETS], Kaplan), by contrast, heavily promotes the use of practice tests as the best way to review material and to learn to pace oneself while testing.

In addition to examining best practices in test preparation, we reviewed the education literature to answer the questions of interest: "Are test preparation activities effective in improving test performance?" and "What are the best preparation methods?" The short answer to the first question is "yes," although the results vary and increases in scores are often not large. In general, there are five effective methods of test preparation, as identified in both the commercial testing and education sources: (1) learning the content domain, (2) time management in preparing for and taking tests, (3) motivating or engendering a positive attitude in the examinee,

(4) using a variety of formats (e.g., multiple-choice, matching, short-answer), and (5) reducing test anxiety.

Findings:

The second activity was to design a prototype system that included a variety of activities that would prepare a Soldier for the test and for promotion to the NCO corps. The prototype SAS is based on PerformM21 test parameters; it is web-based, targeted to E4 Soldiers, and focuses on the Army-wide core assessment. The SAS includes three components: Providing Information, Assessing and Providing Knowledge, and Providing Feedback.

The Providing Information component includes information about five areas: (1) the semi-centralized promotion system (overview and calculating promotion points), (2) the Army-wide core test (overview, contents, item types, scoring), (3) effective preparation for the test (studying, time management), (4) the testing situation (what to expect, test-taking tips, coping with test anxiety), and (5) miscellaneous information (improving reading skills, frequently asked questions [FAQ]).

The Assessing and Providing Knowledge component includes sample test questions, story problems, situational problems, and application problems. The sample test questions reflect the breadth of content of the core test, providing immediate feedback for each item. As a consequence, the sample test is not exactly like the actual test. The other knowledge modules ask Soldiers to apply principles of leadership and training to real-life problems and situations. Because the PerformM21 Army Test Program Advisory Team (ATPAT) stressed the importance of learning doctrine rather than learning to test well, this approach fits with that guidance.

One of the most important aspects of the SAS is to provide feedback to the Soldiers. In addition to being essential in test preparation, it also fulfills the critical condition of pointing Soldiers to areas in which they need to concentrate as part of their overall promotion preparation. The feedback for all items includes whether the Soldier got the item correct, the correct answer, and a doctrine reference. The application and situational items include more extensive feedback with the rationale for what the correct response should have included.

Utilization and Dissemination of Findings:

The final task in this study was to identify implementation requirements and issues the Army must take into account if the SAS becomes operational. These requirements generally encompass program maintenance (e.g., need for subject matter experts to write and score items), technical concerns (e.g., broadband access and compatibility between outside servers and Army access platforms), and Soldier access. Soldier time and access are major concerns, particularly under current operational tempo and deployments. The activities involved in preparing for promotion and testing involve not only the candidate Soldiers, but also their supervisors and fellow Soldiers. It is essential that the SAS and core assessment complement and promote Soldier training, readiness, and well-being.

DEVELOPMENT OF A PROTOTYPE SELF-ASSESSMENT PROGRAM IN SUPPORT OF SOLDIER COMPETENCY ASSESSMENT

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DEVELOPMENT OF A PROTOTYPE SELF-ASSESSMENT PROGRAM IN SUPPORT OF SOLDIER COMPETENCY ASSESSMENT

Background

The Department of the Army is changing to meet the needs of the 21st century. Soldiers at all levels must possess the interpersonal, technical, and organization knowledge, skills and other attributes (KSAs) to perform effectively in complex technical, information-rich environments. The Army needs an integrated Soldier assessment system to support these emerging demands.

The Army Training and Leader Development Panel (ATLDP) NCO survey (Department of the Army, 2002) recommended an objective performance assessment and self-assessment of Soldier technical, tactical, and leadership skills to meet emerging and divergent Future Force requirements. In support of the ATLDP, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) is conducting a 3-year feasibility effort to identify viable approaches for the development of a useful and affordable operational performance assessment system for Army enlisted personnel, including the National Guard and the Army Reserve. The success of such a system would depend on technological advances in analysis, test development, and test administration that were unavailable in the Army's previous experiences with promotion testing in the 1980s and early 1990s. This ARI effort is Performance Measures for 21st Century Soldier Assessment (PerformM21) (Campbell, Keenan, Moriarty, Knapp, & Heffner, 2004; Knapp & Campbell, 2004).

Integral to the conduct of the PerformM21 work is the existence of a special group of Army representatives that meet on a quarterly basis to advise project personnel on the operational requirements of an assessment program. This group, called the Army Test Program Advisory Team (ATPAT), is made up of senior noncommissioned officers (NCOs) representing major Army functions and components in the Active Army and the Reserve. Early in the PerformM21 project, it became apparent from the ATPAT discussions that Soldier preparation for assessment is crucial and would become a major feature of the program with its own needs and structure. Subsequently, ARI funded self-assessment as a separate study but one that is closely linked with the developments and progress in the parent PerformM21 work. To understand this study requires an understanding of the overall scope of PerformM21 as reported in companion documentation (Campbell et al., 2004; Knapp & Campbell, 2004).

The scope of the PerformM21 work centers on research into the development and administration of a computer-based, web-administered, knowledge-based assessment of Army-wide core common tasks, leadership, training, and Army history and values. A separate phase of the work is exploring technical military occupational system (MOS) testing.

Although intended to apply to all enlisted Soldiers in grades E4 through E7, initial concentration is on corporals and specialists preparing for advancement from pay grade E4 (corporal or specialist) to E5 (sergeant). While current NCOs (i.e., sergeants, staff sergeants [E6], and sergeants first class [E7]) are expected to take part in promotion testing in the future, we expect Soldiers moving into the NCO corps will benefit most from the self-assessment system.

Soldier preparation for testing is multi-faceted. Soldiers preparing to be promoted into the NCO corps often do not understand the requirements of the junior NCO promotion system. Moreover, they do not know how well their own KSAs meet NCO promotion requirements. Finally, factors such as test anxiety, familiarity with test presentations, and test formats can confound testing results. In exploring these areas, we performed two primary activities. First, we undertook a review of current best practices in the field of self-assessment/test preparation including an examination of what is done in the other Armed Services and in academic and test industry applications. The second activity was to design a prototype Self-Assessment System (SAS) that would explore the realm of test preparation functions, actions, and items that a typical Soldier would encounter during this phase. The prototype SAS is based on PerformM21 test parameters; it is web-based, targeted to E4 Soldiers, and focuses on the Army-wide core assessment. Although not included in this study, the SAS described here could be readily adapted to meet the requirements of a technical assessment in an MOS as well.

Goals of the SAS

The goals of the SAS were established by critically examining the design considerations for the PerformM21 project and by soliciting specific Soldier self-assessment features from the members of the ATPAT. These resolved into three specific study goals.

1. A Soldier assessment used for promotion purposes is a high stakes test. The ATPAT recognized that Soldiers might be apprehensive in a formal testing situation, particularly with a new program. Thus, the first goal for the self-assessment is to allow Soldiers to familiarize themselves with testing procedures, format of the test questions, and the breadth of the content of the test. Ultimately too, we must also consider perceptions—Soldiers need to perceive that they have been treated fairly in the testing situation and their preparation opportunities play a significant role in this issue.
2. Soldiers moving from the E4 pay grade into the NCO corps go through the junior NCO promotion process (called the semi-centralized promotion system) with which many are not familiar. The semi-centralized promotion system involves assessment of administrative points for awards, civilian and military education, and military training along with their commander's evaluation and a promotion board appearance. Specific criteria in the semi-centralized system change frequently. Thus, a second goal is to inform Soldiers how the system works, to prompt them to learn more about promotion criteria and policies, and to assess their own administrative points standing.
3. The third goal of the SAS is to familiarize E4 Soldiers with the unique duties and responsibilities associated with being an NCO and to deepen their understanding of the types of situations NCOs face in their duties. Many consider this the primary requirement of the SAS because moving into the NCO corps involves a major transition from Soldier to leader. The ATPAT quite clearly said they wanted to “drive Soldiers to the manuals” to learn how to be effective NCOs.

During the study we aimed to identify and develop prototypes of a variety of assessments that would provide Soldiers with a realistic preview of the core test, to give them insight into the

types of duties they might perform and challenges they might face as junior NCOs, and to encourage Soldiers to learn the principles that make up Army leadership, training, common skills, and history and values. The SAS will be administered via the Internet and we sought to take advantage of many of the features that computer administration provides. We designed a system that will provide Soldiers with information about the NCO job in terms of eligibility requirements, the types of challenges they would face, and the KSAs needed to perform well as an NCO. The feedback component of the SAS will also allow Soldiers to gauge their readiness for promotion and to identify and address their strengths and weaknesses.

Study Activities

Our first activity was to identify information and activities to include in the SAS. We began by determining what other organizations that work with large-scale testing are doing in the area. Specifically, we reviewed what two of the other Armed Services (the U.S. Air Force [USAF] and the U.S. Navy), test developers (e.g., Educational Testing Service [ETS]), and test preparation firms (e.g., Kaplan) are currently doing to assist people to take high-stakes tests. These sources seemed to have the most in common with the goals of the SAS and are considered as the primary sources for "best practices" applicable to the Army requirements.

The education literature is another source of information on best practices. Educators have been interested for many years in test preparation—including preparing students for state standardized tests (e.g., Iowa Test of Basic Skills), exit exams to see whether students are eligible to graduate (Rogers & Bateson, 1991), and, to a lesser degree, standardized college placement tests such as the Scholastic Aptitude Test (SAT). We particularly wanted to determine whether their recommendations differ from the practices we would find in our review of the Air Force/Navy and commercial applications.

In addition to discussing test preparation activities, the education literature could help determine whether these activities really improve test performance and how they do so. There is little empirical information to be found on the effectiveness of commercially available test preparation offerings—most commercial test preparation enterprises do not routinely report pass rates or other statistics that demonstrate the performance of their products. So, we looked toward this body of work to (a) tell us as to whether commonly used "best practices" really result in improved test performance, (b) provide some insight into the psychological mechanisms that help make various practices successful in improving test performance, and (c) identify the most effective test preparation strategies.

Identification of Best Practices

Other Armed Services

U.S. Air Force

The USAF has been conducting promotion testing since the 1960s (Knapp & Campbell, 2004). The test provides input to the Weighted Airman Promotion System (WAPS), which is similar to the Army's Promotion Points Worksheet (PPW). The Air Force provides two methods

of test preparation—study guides and a catalog of study references (USAF Professional Development Center, 2004). The Air Force Occupation Measurement Squadron (AFOMS) produces two Study Guides, one for airmen eligible for promotion to supervisors and one, the Promotion Fitness Examination (PFE), which is administered to everyone in the USAF eligible for promotion. The PFE Study Guide is a comprehensive study guide, based on Air Force Pamphlet AF PAM 36-22412. The USAF distributes a bound copy of the Study Guides to eligible airmen; an unofficial 380-page version is also available online to those with appropriate access. The website gives airmen notice that “it is important to establish a self-study program that will help you score well” along with a reminder that group study is strictly prohibited by Air Force Instruction AFI 36-2605, to protect the integrity of the test. The Air Force does not provide practice tests, and while commercial practice tests are available on the Web, none are endorsed by the Air Force (Knapp & Campbell, 2004).

The second type of test preparation provided by AFOMS is the annual *WAPS Catalog*, which contains a list of study references for tests for each pay grade given in that year (Air Force Personnel Management Center, 2004). While the catalog is quite detailed, much of the information is redundant (repeating the same information for every pay grade and test date) and focuses heavily on the Specialty Knowledge Tests (SKTs), which would be analogous to MOS technical tests in the Army. The guidance given for the PFE includes the reference for the test (AF PAM 36-2241, Volume 1) and a reminder that the official bound version is the only official reference.

U.S. Navy

The Navy Enlisted Advancement System (NEAS) uses scores on the advancement-in-rate¹ examination to rank order qualified candidates for promotion (Navy Professional Development Center, 2004). In general, individual sailors are responsible for their own test preparation. The Navy’s position is that test performance is based on the knowledge and experience gained in the sailor’s years in the Navy and cramming for an examination is not an effective method of test preparation (Knapp & Campbell, 2004). The Navy provides candidates with bibliographies (BIBs), which contain all study references. The BIBs, which are available on the Navy Advancement Center (NAC) website, list only the references—it is the sailor’s responsibility to obtain those references or to follow other methods of study. The BIBs are posted approximately five to six months in advance for each test. In addition, the Navy sponsors a “Brief to the Fleet,” which is a face-to-face program delivered by a Senior Chief Petty Officer (Knapp & Campbell, 2004).

The Naval Education and Training Professional Development and Technology Center (NETPDTC) has made Advancement Examination Strategy Guides (AESGs) available on the Navy Advancement Center Web site for several ratings or jobs. AESGs will eventually be developed for all ratings (Mullins, 2004). The AESGs have five sections that (a) describe how the NEAS works, (b) explain how examinations are developed, (c) provide tips on preparing for the examination (which includes obtaining the bibliography references), (d) give links to rating-specific bibliographies, master reference lists, and links from topics to typical exam questions, and (e) provide additional sample questions to allow sailors to see the types of questions to expect on the examination.

¹ For the Navy, “rate” or “rating” is equivalent to MOS.

Thus, the Navy takes an approach that is rather different from that of the Air Force in that it provides no separate study guide or other organized preparation material, but does appear to provide more information about how the promotion process works as well as general test preparation advice. Neither service offers practice tests, although practice tests and test questions are available commercially on the web and from other sources. It must be noted that these commercial products are unofficial and are not sanctioned, even unofficially, by the Armed Services.

Commercial Test Developers and Test Preparation Firms

We reviewed the types of test preparation activities and advice provided by test developers such as Educational Testing Service (ETS), and commercial firms such as Kaplan, Sylvan Learning Centers, and Princeton Review. These organizations sell test preparation packages for college entrance exams (e.g., Scholastic Aptitude Test [SAT], American College Test [ACT]) and graduate school exams (e.g., Graduate Record Exam [GRE], Medical College Admission Test [MCAT], and Law School Admission Test [LSAT]). Other organizations provide test preparation materials to students and schools (elementary through high school) who are preparing for their state's standardized tests and high school exit exams (e.g., Pacific Metrics). We reviewed products or offerings from 15 organizations. Although the target audiences of these organizations vary in age and ultimate goals, they provide very similar services and advice to candidates.

Test Preparation Activities

Most of the commercial offerings we reviewed provide full-length practice tests with either an answer key or automated feedback (ACT, Inc., 2004b; College Entrance Examination Board, 2004; ETS, 2004a; Kaplan, 2004; Pacific Metrics Corporation, 2003; Princeton Review, 2004). Practice tests provide feedback that candidates can use to target their study time. To varying degrees, all of the organizations' products also include tips about setting up a study plan, learning to pace testing time, and test taking strategies (e.g., get plenty of sleep, make an educated guess rather than skip an item) (ACT, Inc., 2004a,b; College Entrance Examination Board, 2004; ETS, 2004b; Kaplan, 2004; Pacific Metrics Corporation, 2003; Princeton Review, 2004; Teaching Solutions, 2004; The Study Guides, 2004; Triumph College Admissions, 2004). The following are examples of the most commonly provided advice.

- Use practice tests to become familiar with the expected content, the types of questions on the test, and how long it takes to complete a test. Use feedback to target areas for concentrated review.
- Learn how the test will be scored; if there is no penalty for wrong answers, it may be better to guess.
- Become used to the pace of the test by setting aside the same amount of time as allowed in the core test and timing each section of the practice test.
- Learn about the test environment, what to expect on arrival, test time limits, and test center procedures and policies (such as what materials you are allowed to bring to the test or what constitutes cause for dismissal from the testing center).

The approaches to test preparation provided by commercial firms and the Air Force/Navy differ in the amount and type of test preparation guidance provided to the potential examinee. The most obvious difference is the advice to use practice tests. It is noted that the commercial test development and test preparation firms, which encourage extensive reliance on practice tests, are also the main providers of these practice tests.

Education Literature

Does Preparation Help?

The first question to be addressed is, “Do test preparation activities in general improve performance?” The short answer is yes—research indicated that most individuals’ actual test scores were higher than scores on a practice test taken prior to other test preparation activities (Glenn, 2003, 2004; Ligon, 1983; Messick & Jungeblut, 1981; Michael & Edwards, 1991; Rogers & Bateson, 1991; Ryer, Schmidt, & Schmitt, 1999). Sackett, Schmitt, Kabin, and Ellingson (2001) reviewed several test preparation studies and recommended the use of preparation programs because more examinees pass their respective tests when they have received this type of intervention. The results are not unanimously positive (Ryan, Ployhart, Greguras, & Schmit, 1998) and the changes found in controlled studies are not always large (Bangert-Downs, R. Kulik, & C.L. Kulik, 1983; Messick & Jungeblut, 1981; Ryer et al., 1999), however the evidence strongly supports the idea that preparation activities are effective in improving test performance.

While these studies support the overall effectiveness of test orientation or coaching programs, they do not discuss other factors that might moderate the relationship between preparation and performance. This leads to the questions, “Why does preparation help?” and “What psychological mechanism makes it effective?” These are important questions because they can provide information about the types of activities that should be included in the SAS.

There are two potential factors that influence performance in a high-stakes testing situation. The first is knowledge of the subject area (greater knowledge of the area is correlated with higher test scores) and the second is nervousness or anxiety about taking a very important test (Birenbaum & Nasser, 1994). While a degree of stress and anxiety can enhance performance, high levels can impair task-specific functioning (Franken, 1994). More importantly for our purposes, anxiety can interfere with performance (Berliner & Casanova, 1988; Ergene, 2003; Hancock, 2001; Smith, Arnkoff, & Wright, 1990). Very anxious students might “freeze” on tests, losing points they could have accumulated (Doyle & Garland, 2001).

Birenbaum and Nasser (1994) identified two types of test-anxious students: those who lack test-taking skills and those who are lacking in study skills. Those lacking test-taking skills may know the material quite well, but have trouble retrieving it during a test due to interference caused by worry or anxiety. Those who lack study skills are aware they do not know the material and expect to do poorly on the test as a result, which creates anxiety (Paulman & Kennelly, 1984). Hong (1999) concluded that students’ perceptions of test difficulty affected both their level of worry and emotionality. Worry mediated the influence of difficulty on test performance. That is, students who perceived the upcoming test to be difficult worried about it, which

interfered with test performance. These two separate types of individuals may benefit to different degrees from the various test preparation activities.

Examinees who have a good grasp of the material but lack test-taking skills can benefit from preparation strategies that help them learn about the test (Dillard, Warriero-Benjamin, & Perrin, 1977; Glenn, 2004; Protheroe & Perkins-Gough, 2000; Rogers & Bateson, 1991), avoid careless mistakes, and become test-savvy. Savvy test takers know they should look over the test before starting to get an overview of it, answer the items they are sure of first, pace themselves to ensure they complete the test, review questions to eliminate options they know are incorrect, and review their answers before leaving the test area. These examinees could certainly benefit in terms of gaining knowledge and confidence from reviewing sample test items and using the feedback to improve their knowledge. However, they will probably get the most benefit from learning test-taking strategies because doing so directly addresses the causes of their anxiety.

Examinees who are anxious because they think they do not know the material well enough to perform well on the test will benefit most from focusing on learning the content. Swanson and Howell (1996) found a significant negative correlation between anxiety and study habits. Thus, it would seem that improving their study habits could reduce anxiety in two ways. First, examinees would actually study the material and become stronger in the content areas (Office of Research, Planning, and Evaluation, 2000). Second, if they are spending their time studying, they will have less time to worry (Hong, 1999). The activities that would seem to be most beneficial are developing and carrying out a study plan, learning effective methods for reviewing material, and then spending a good deal of time taking practice tests. Examinees can use the feedback from the test to help them focus on the content of areas in which they need to improve.

This review of the literature would indicate that, while there are certainly different types of test takers who respond to different stimuli, the overall conclusion is that, performance-wise, most test takers will respond positively to some type of pre-test intervention.

What Are the Best Preparation Methods?

Once we were satisfied that preparation activities are effective, we focused on the question "What should those test preparation activities be?" There is a caveat with regard to conclusions on what constitutes "best practices." Previously, we mentioned that most of the commercial sites do not report data that show the effectiveness of their products. Much of the "evidence" provided in the education literature is anecdotal rather than empirical, relying on testimonials and suggestions from instructors and school administrators. Few of the studies were empirical; most did not use control groups, and they often used multiple strategies, so it is difficult to know which aspects of the program made a difference. There is little agreement as to whether the best strategy is to focus on content or on making examinees test-wise, although according to Birenbaum and Nasser (1994), each strategy may have its place in preparing people to take tests. So, although the education literature does not provide overwhelming empirical evidence to support the effectiveness of test preparation, there is, nonetheless, information of merit to be found.

Miyasaka (2000) conducted a meta-analysis of test preparation practices and identified five types of test preparation practices that help students more fully demonstrate their knowledge

and skills on high-stakes tests. These include (a) teaching the content domain, (b) using a variety of assessment approaches and formats, (c) teaching time management skills, (d) fostering student motivation, and (e) reducing test anxiety. These seem to cover the main requirements for high performance, but they are not independent of one another and the degree to which examinees need each varies by individual.

Miyasaka's (2000) first point, to teach the content domain, echoes the request of the ATPAT that the SAS "drive Soldiers to the manuals." Miyasaka's concern arose from teachers who were "teaching the test" to their students rather than meeting the course objectives. While that teacher's strategy may increase test scores, the students are not building their skills in the broader subject areas (Gulek, 2003). In the same way, it is important that Soldiers know and understand doctrine and that there are policies and procedures for most problems they will encounter as NCOs.

Miyasaka's (2000) second point, that assessments should use a variety of formats, also reflects good educational practice. Exposure to a variety of formats allows individuals to apply their knowledge and skills in multiple learning situations (Gulek; 2003; Office of Research, Planning and Evaluation, 2000). In addition, because people have different learning styles, using multiple modes of assessment gives more opportunities to see what students know and can do, and to adjust instruction accordingly.

Time management, Miyasaka's (2000) third facet, can also lead to successful performance on the test (Jakupcak & Rushton, 1992; Loulou, 1997; Office of Research, Planning, and Evaluation, 2000). Time management is an important skill both in preparing for a test and during the actual testing period. Time management in the preparation phase includes setting a schedule for studying and making it a part of a routine (Berendt & Koski, 1999). Part of time management may include learning to overcome a desire to procrastinate (University of North Carolina, 2004). The University of North Carolina's Counseling and Psychological Service [CAPS] counsels students to make a list of things to do and break the work into manageable chunks the student can prioritize. Using timed practice tests can help examinees learn to pace themselves so they do not run out of time during a test and can complete all items (Clovis, 1999). Jakupcak and Rushton (1992) found that when teachers in their study focused on time management skills, all students demonstrated proficiency on course exams.

An examinee's attitude and motivation are crucial to test performance (Miyasaka, 2000; Roth & Paris, 1991). Motivation or a positive attitude toward the test is related to examinees' confidence that they know the test content and they are well prepared (Chittooran & Miles, 2001; Sackett et al., 2001). Both confidence and a feeling of being prepared are a function of having positive experiences during practice sessions (Gulek, 2003). Examinees who review their material and begin to get positive feedback on the practice items should begin to feel more confident and less anxious.

As mentioned previously, there is a good deal of overlap between the facets of Miyasaka's (2000) framework. This is probably most apparent when discussing test anxiety, which underlies all the other points in his framework. Anxiety can come from various sources, including low confidence (Chittooran & Miles, 2001; Sackett et al., 2001), lack of knowledge of the test content areas (Birenbaum & Nasser, 1994; Doyle & Garland, 2001; Paulman & Kennelly,

1984), and fear of making mistakes during the test itself (Dillard, Warriero-Benjamin, & Perrin, 1977; Protheroe & Perkins-Gough, 2000).

Summary

The commercial test developers and test preparation companies rarely provide statistics that demonstrate the effectiveness of their products. They rely for the most part on testimonials from satisfied customers rather than data. Likewise, the education literature generally does not provide strong empirical support for the strategies and skills they indicate to be useful. However, the anecdotal information from both of these sources does converge. It is useful to provide examinees with information about what they can expect to see on the test, what the testing environment will be like, time management and study skills, tips for how to answer test questions and to pace oneself during an examination. Studying for the test increases one's knowledge of the content area and can have both a direct and indirect effect on performance. The direct effect comes through learning the content; the indirect effect comes through increased confidence in one's ability, which lowers anxiety that might interfere with test performance. Learning about the test and doing well on practice tests can help increase confidence, thus reducing test anxiety, and keep anxiety from having a negative effect on test performance.

Design of the SAS

Project staff combined the information from the best practices review with the goals of the study, and developed prototypes for a variety of test preparation modules. These modules can be conceptualized as being part of three components of the Self-Assessment System: (1) Providing Information, (2) Assessing and Providing Knowledge, and (3) Providing Feedback. These components were designed and developed as separate modules, but the *Assessing* and *Feedback* modules are interlinked in their presentation. That is, the feedback on an item would be presented seamlessly when the Soldier answers the item; the Soldier would not have to go to a separate module to see the answer. The remainder of this section presents each one of the SAS components in more detail. The prototype may be viewed on the Internet by request to the COR.

Providing Information Component

The information component includes information that satisfies all three program goals. First, it offers specifics about (a) the testing program itself (e.g., goals, eligibility), (b) the testing environment (e.g., a proctored test conducted at a digital training facility), (c) the testing process, (d) what to expect on test day and at the test site, and (e) the feedback to be expected. Second, it provides information about general test preparation strategies, such as time management, study skills, and tips on test taking. All of this information is designed to reduce anxiety and to encourage Soldiers when they take the Army-wide common core test.

At a slightly different level, the information component also provides information about the semi-centralized promotion system and a link to an electronic, but unofficial, version of the PPW (<http://www.hqda.army.mil/MPSC/promotion.htm>). The PPW assesses administrative and discretionary points for promotion. Working with the electronic version, Soldiers will be able to "plug in" pertinent personal information regarding their accomplishments to receive an unofficial

approximation of their points standing. They can combine this information with expected administrative points from other sources and get an idea of where to focus their efforts to improve their points standing. At some future time, this program could be expanded to show point cut-off trends for their grade and within their specific MOS. Appendix A provides a text version of the prototype Information Component of the SAS, including how to calculate an estimated PPW score. When implemented, these modules would all have links on the SAS home page. The modules include the following information:

- The Semi-centralized Promotion System
 - Overview
 - Calculating your promotion points
 - Link to site
 - Points for each item on PPW
- The Army-wide Core Test
 - Overview
 - Contents
 - Item types
 - Scoring
- Preparing for the Test
 - Studying
 - Time management
- The Testing Situation
 - What to expect
 - Test-taking tips
 - Coping with test anxiety
- Other Information
 - Improving reading skills
 - Frequently Asked Questions (FAQ) (with links to these areas)

Assessing and Providing Knowledge Component

The knowledge component of the SAS contains four modules: (1) Sample Test Items, (2) Story Problems, (3) Situational Problems, and (4) Application Problems. Including multiple assessment formats and item types is consistent with best practices that encourage using multiple formats (Gulek; 2003; Miyasaka, 2000; Office of Research, Planning and Evaluation, 2000).

During the development of this component, project staff reviewed the manuals and other references that were used in the development of the PerformM21 Army-wide core test (Campbell et al, 2004; Knapp & Campbell, 2004). They developed all prototype items based on the guidance provided in these references, with no access or review by Army subject matter experts (SMEs). A member of the team with considerable experience and knowledge about the Army served as an internal SME, reviewing all items to ensure that they accurately reflected Army doctrine, reflected Army conditions accurately, and used correct Army terminology.

The sample test items make up a bank of items similar in content and format to those found in the core test (e.g., multiple-choice items with variants such as drag-and-drop, check all that

apply). It covers Common Tasks (Level 1 and 2), Army values, Army/NCO history, leadership, and training. A sample item, with feedback, is shown in Figure 1.

“The first step of the risk management process is to identify hazards. During which steps of the military decision making process (MDMP) are hazards identified?”

- A. Mission receipt, mission analysis, COA development and COA analysis
- B. Mission analysis only
- C. Mission analysis, COA development and COA analysis only
- D. Mission analysis, execution, and assessment only

Correct Answer: A.

Reference: FM 100-14, Risk Management, paragraphs 3-43-3-50

Figure 1. Sample item with basic feedback.

Because the large commercial test developers and test preparation vendors provide practice tests, a logical first step might be to develop a practice test as part of the SAS. We decided that is neither necessary nor advisable in this situation. Two factors shaped decisions about the modules' content and presentation.

First, the goal of the SAS is for Soldiers to learn principles, doctrine, and about being an NCO, not merely to do well on the test. The ATPAT emphasized that the SAS should not be a “practice test” per se; rather they want the program to require Soldiers to go to references and study materials to more fully explore given areas of weaknesses, rather than concentrating on learning missed facts. So, providing Soldiers with a few items on a particular area, such as the principles of discipline, giving them feedback, and then linking them to the manuals to learn more about the subject is a more appropriate approach than developing a huge item bank that covers every aspect of the common core test. For example, Soldiers might see 4-5 items about the M16 rifle and 3-4 items about the .50 caliber guns. Although this is not equal to the number of weapons items on the common core test, including them in the sample test will make Soldiers aware that they should be prepared to answer questions about their weapons. This is consistent with the approach to be used in the operational core test. The Army-wide test will be based on relatively broad content categories, rather than being specifically task-focused, as was the case in the prototype core test. Thus, it made much more sense to develop a test bank that covers the breadth of the content of the core test (i.e., a few items that assess knowledge in each of several areas) but which do not necessarily cover any specific content in depth.

Secondly, in a related decision, we provide feedback after each test item is presented and answered. Doing this makes the feedback more relevant to Soldiers than if it was presented after they answered a large block of items. As a consequence, this approach makes the test portion of the SAS much less like the actual test because Soldiers will not move from one item to the next. The sample test item module is in Appendix B. Although the items are presented in hardcopy, when the SAS is implemented, the items would be presented electronically, Soldiers would select an option, and immediately be told the correct answer and the manual reference where more information about the item can be found. When fully functioning, the SAS would also tell Soldiers how many items they answered correctly in each area and refer them to the relevant manual for those items they missed

(e.g., “You answered 4 of 8 leadership questions correctly. You missed the remaining four items and should review FM 22-100 for more information”).

The Army has developed processes for most common situations an NCO might encounter (e.g., troop leading procedures, decision making). Knowledge-based, multiple-choice test items can cover these clearly delineated steps. However, it is important that Soldiers not only be able to cite the steps, but to demonstrate that they could apply the principles to real-life problems and situations. Thus, we developed items that present Soldiers with typical training or leadership “story problems” and ask them to respond to the situations in these items. This type of item is reflected in the Story Problems (see Appendix C), the Situational Items (see Appendix D), and the Knapp Range Exercise (see Appendix E). The story items were developed specifically to reflect the types of problems NCOs typically encounter related to training and leadership needs. An example of this type of item is presented in Figure 2.

You are the acting squad leader of your section. The platoon sergeant has just alerted you that your squad will be providing the Honor Guard at a funeral detail the day after tomorrow in Millville, a town 30 miles away. He does not have full information regarding times, transportation, or the funeral schedule, but he will get that information to you later. You have returned to your squad area. What should you do next?

- A. Issue a warning order to your squad including what information you do know.
- B. Conduct a reconnaissance to Millville.
- C. Don't take any action until the platoon sergeant gets you the complete information
- D. Start gathering information on movement options, logistics, and times to begin a tentative plan on how you will get your squad to Millville.

Correct answer: A.

Reference: FM 7-8, Chapter 2.

There are eight steps in troop leading and the second step, after you receive the mission, is to issue a warning order to your troops. You do this even though you do not have all the information needed and there may be changes coming. The warning order is intended to allow your Soldiers time to begin their preparation; you do not sacrifice time to gain more information. Following the warning order, you can then start to make a tentative plan and even to conduct a physical reconnaissance to Millville if the conditions permit.

Figure 2. Sample story item with expanded feedback.

The third type of items in the SAS are situational judgment test (SJT) items, an example of which is shown in Figure 3. An SJT item describes the situation facing the examinee and presents several responses or specific actions the examinee could take in that situation. Examinees are asked to select the “Most Effective” and “Least Effective” responses from those provided. It is important to include SJT items in the SAS because the Army-wide common core test will include items from an existing test bank called the Leadership Judgment Exercise [LeadEx]) from another ARI project, Maximizing Performance for 21st Century Noncommissioned Officers (NCO21) (Knapp et al, 2002; Waugh, 2004).

One of the Soldiers in your squad tells you that SPC Barnes (another Soldier in your squad) is in real bad shape financially. She tells you that SPC Barnes is considering borrowing money "on the street" at a very high interest rate. What should you do?

- A. Tell the Soldier to take SPC Barnes to the Army Community Service for budget counseling.
- B. Meet with SPC Barnes and try to help Barnes create a budget. Tell Barnes that the problem really isn't that bad. If possible, loan Barnes some money to help in the short run. Follow up to see how Barnes is doing.
- C. Meet with SPC Barnes and let the Soldier know that you are here to help. Take SPC Barnes to Army Community Service for budget counseling. Follow up the next day.
- D. Notify my chain of command.

Correct response: B

Figure 3. Sample situational judgment test (SJT) item.

Typically, SJTs are developed through a fairly lengthy process in which different groups of SMEs write scenarios, write responses to the scenarios, and rate the effectiveness of each item. Test developers use the ratings to identify the "Most Effective" and "Least Effective" responses. When it is implemented, we would expect SAS to follow traditional development processes with considerable SME involvement. However, in this study, project staff took the place of SMEs and developed the SJT items in these three steps:

- Step 1: Develop scenarios
- Step 2: Develop a vignette to set up background
- Step 3: Develop responses to the scenarios

We began developing the items by using SJT items that had been partially developed for the NCO21 project (Knapp et al., 2002; Waugh, 2004). Army SMEs generated these scenarios but had not developed responses for them. We identified 54 scenarios as relevant to junior NCO jobs, edited them as needed for relevance, and sorted them into 13 content-based categories (e.g., Counseling: Performance Problem, Supervising, Planning Operations). Following is an example scenario that was categorized as a counseling problem; specifically, working with a Soldier who displayed an attitude problem:

One of your Soldiers is a pessimist, always expects the worst, and makes negative comments (e.g., while on a road march).

A common criticism from examinees taking an SJT is that the items are presented without background or context. The items often assume that there is a history between the NCO and subordinates (e.g., "You have counseled this Soldier in the past.") However, without knowing what happened in that counseling session, such information is often more confusing than helpful. To reduce this problem, we wrote the following opening vignette that puts the examinee into the role of a newly promoted and newly transferred NCO, establishing the background for the entire module, and removing the problem of performance history and "surround."

You are Marion Washington, a recently promoted Staff Sergeant who has been assigned to be a squad leader at a new duty station. You reported to your direct supervisor, Sergeant First Class Rodriguez (the NCO in charge of the section), two days ago. He briefed you on the chain of command and other matters relevant to your new post. He told you that the platoon is preparing for deployment in two months. You will be working closely with two other Staff Sergeants, Jones and Lee. Training on mission essential tasks for the deployment has the highest priority. He sent you on your way to meet your squad. Your squad has eight Soldiers and one team leader, Corporal Blue.

A subset of the draft scenarios were further edited to fit with the vignette, then ordered in an approximately chronological sequence. In the beginning, the NCO faces discipline and cohesion problems on the team. As those problems subside, the NCO faces more training issues and in the end, the squad is deployed. The result is a module that is a combination SJT and a role-play exercise, such as are often used in training.

Once the context was set, the third development step was to write multiple responses for each scenario. Project staff reviewed the relevant sections of the leadership and training manuals (i.e., FM 22-100, FM 7-0, FM 100-14, FM 3-21.5, and FM 7-1) and identified specific behaviors described in them that could be used as responses for a particular scenario. Given the following scenario, for example, staff developed four possible responses:

SFC Rodriguez gave you some paperwork to review about your new squad. You find that your squad recently performed very poorly on the land navigation component of a field training exercise. Land navigation is also on the list of mission essential tasks. What should you do?

One approach to handling the problem is to take a problem solving perspective. FM 22-100, paragraph 5-22 says "Prepare a leader's plan of action, if necessary, and put it into action." We translated this doctrinal advice into the response, "Shut my door and work on a plan of action for navigation skills training for the squad." We followed the same process to develop the responses for that item and several additional items.

We set up the module so that a situational problem was presented to support several questions. Some of these follow-up questions were open-ended rather than SJTs. The rationale was to present a different type of item, one that would allow Soldiers to demonstrate the ability to think about different aspects of the situation than might be found in the manuals. For example, the land navigation scenario asked the examinee to identify the major steps in problem solving and to describe a course of action (COA) that could be put in place for land navigation training. Figure 4 presents an example of this type of item. Appendix D contains additional situational problems.

Situation:

During your first meeting with the entire squad, you introduce yourself and ask the squad members to introduce themselves to you. During the introductions, PFC Marcos calls you by your first name and uses a tone that sounds disrespectful. What should you do?

Follow-up question:

Suppose you decide not to make an issue of PFC Marcos' behavior at this first meeting. What would be some concerns if PFC Marcos behaved disrespectfully to you again?

Figure 4. Sample open-ended follow-up item.

While SJT items require significant development effort, they use a different format than the other modules, assess the aspects of leadership in which we are interested, and will familiarize Soldiers with the type of items they will encounter in the SJT portion of the core test. Because they serve as good test preparation in these ways, we included them in the SAS. Both the story and SJT application items will have the additional benefit of encouraging Soldiers to explore the leadership skills, attributes, and experiences that they will require as junior NCOs.

The fourth type of item developed for the SAS is an application-based exercise that is a graphically enhanced modification of story problems. In the *Knapp Range Exercise* the Soldier plays the role of a newly promoted NCO who has received an order to conduct squad automatic weapon (SAW) familiarization training at Knapp Range. This requires the Soldier to exercise judgment in applying the eight steps of the troop leading procedures to prepare for the mission. The project staff who developed the questions and their answer choices took into account common mistakes that NCOs make when they first are promoted to leadership positions: (a) waiting to receive all mission information before taking action, (b) taking too much planning time and limiting their unit's actual preparation time, (c) failing to delegate supervision to subordinates, (d) expecting all decisions to still be made by higher headquarters, and (e) starting mission execution too early or too late. These common mistakes were incorporated into the answer options for the test, and then detailed feedback was given explaining why that answer was incorrect and why the correct answer was the best choice.

For example, a squad leader needs to be able to plan backwards from H-hour (the start of training time) to the time the mission was received, and chart all the interim milestones in between. One of the questions asks when the Operational Order (OPORD) would be issued (see Figure 5). In answering, it is important that the Soldier realizes that a squad leader's planning time should be generally boundaried by the 1/3-2/3 rule which states that the leader gets 1/3 of the time to mission execution to plan and issue the order, and, following the issue of the order, the squad gets 2/3 of the available time to prepare. The Soldier is offered options that allow *more* than 1/3 of the time. Feedback includes an explanation of the rule and a graphic illustrating its principle. Soldiers are given the same feedback whether they select the correct answer or an incorrect answer. Receiving the feedback for an incorrect response is informational; receiving it for a correct response reinforces why the selection is correct. Appendix E provides the text for the exercise, although the graphics do not translate well in a hard copy.

What time should you issue the OPORD to your unit?

A. 1630 tonight

Incorrect! You received the mission at 1600. Issuing the OPORD at 1630 only allows you thirty minutes of planning time to complete all eight steps of the troop leading procedures. That's not enough time. A better option is issuing the OPORD at 1730. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

B. 1730 tonight

Correct! You received the mission at 1600 and have to execute the mission at 0800 the next day. You have 16 hours of total planning time. Using the 1/3 2/3 planning rule, you must issue your order NLT 2130 tonight in order to be sure your squad has enough preparation time to execute the mission. The 1730 today choice gives you adequate planning time but still permits the squad adequate preparation time. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

C. 2300 tonight

Incorrect! Issuing the OPORD at 2300 does not give your troops enough preparation time. You received the mission at 1600. You have to execute the mission at 0800 the next day. You have 16 hours of total planning time. Using the 1/3 2/3 planning rule, you must issue your order NLT 2130 tonight to make sure your squad has enough planning time to execute the mission. A better option is issuing the OPORD at 1730 today. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

D. 0500 tomorrow morning

Incorrect! This leaves your unit far too little preparation time. You received the mission at 1600 and have to execute the mission at 0800 the next day. You have 16 hours of total planning time. Using the 1/3 2/3 planning rule, you must issue your order NLT 2130 tonight in order to make sure your squad has enough planning time to execute the mission. A better option is issuing the OPORD at 1730 today. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

Figure 5. Sample item from "The Knapp Range Exercise."

Graphics and animations supplementing the questions and the feedback reinforce the text explanations. For example, the first few steps of troop leading procedures are largely about coordination. Promotion to a position of leadership does not mean decision-making in a vacuum; constant coordination with higher and subordinate elements is required. Animated graphics illustrate the coordination between (a) the platoon leader and the squad leader, (b) the squad leader and his squad, and then (c) the squad leader and platoon leader. These animations visually remind the Soldier of the coordination required in the completion of the previous step prior to his being asked what action he would take next.

The advantages of including a situation-based exercise such as this include the following: (a) it presents a realistic job preview that requires Soldiers to think like a leader and use their best judgment to complete the mission by making the exercise mission-based, (b) it helps the Soldier identify any gaps between "book" knowledge of troop leading procedures and decision-making skills required for mission execution by incorporating common mistakes into answer options,

and (c) it provides leadership training as well as test preparation through the incorporation of illustrative graphics and animations to supplement the text in the questions and the feedback.

Feedback Component

One of the most important aspects of the SAS is to provide feedback to the Soldiers. Feedback supports many of the functions identified in the literature review as essential to helping prepare individuals for test taking. Moreover, feedback is viewed by the ATPAT as fulfilling the critical function of pointing Soldiers to areas in which they need to concentrate as part of their overall promotion preparation.

We treated feedback as a separate component during our SAS development process, discussing the appropriate feedback for different types of items. However, in its presentation in the finished SAS prototype, it is indistinguishable from the Assessing and Providing Knowledge Component (practice items) because of our previously discussed decision to give feedback immediately after a Soldier completes an item. Thus feedback is integrated with the rest of the test-taking experience.

However, we discovered that not all types of feedback are the same – the content of the item determines the extent and complexity of the feedback. Essentially, we developed three levels of feedback: (1) Knowledge Feedback Items, (2) Extended Feedback Items, and (3) Situational Feedback Items. Each level has its own unique characteristics and each fulfills a vital function in preparing Soldiers for the test and to be promoted to the NCO corps.

Knowledge Feedback Items

Because project staff developed the multiple-choice sample test items directly from the manuals, the feedback is manual-based. Soldiers are told whether their response is right or wrong, given the correct answer, and provided with a link to the relevant part of the doctrinal manual. This follows the ATPAT requirement to “drive Soldiers to the manuals.” Because this is largely a domain to which Soldiers have been previously exposed, much of the focus is to reemphasize the content, so extended explanations are not needed. Additionally, most of this domain is uncomplicated factual or procedural knowledge. There are also some straightforward items in the leadership and training areas that do not require a detailed explanation. These are items that ask for factual knowledge, rather than interpretation or application of that knowledge. In this case, the strategy is to get the Soldiers to focus on the doctrinal references and to reinforce the subject matter. Figure 1 (p. 11) presents this type of feedback. Most of the sample test items fit into this feedback category. They are presented in the first section of Appendix B. In addition to the item-level feedback, Soldiers would also be told how well they did in each of the blueprint areas (e.g., “You answered 12 of 16 Leadership questions correctly”).

Extended Feedback Items

Our analysis of item types revealed that some require feedback that is more detailed than those where the content is primarily fact or procedurally based. For example, Soldiers are expected to learn the eight steps in troop leading procedure. Asking Soldiers to identify those steps is one approach that is straightforward, merely requiring a listing of the steps. Our approach is to include

items that encourage Soldiers to think past that relatively shallow level of learning and to actually apply that knowledge to a realistic situation. These types of items (e.g., situational items and application) involve the application of principles or knowledges in realistic situations, and simply giving Soldiers the correct answer and a manual reference is not sufficient to guarantee that Soldiers understand the application. This, of course, is particularly important to Soldiers who get the item wrong. Figure 5 (p. 16) shows an example of this more detailed type of feedback. The feedback is still based on information in the manuals, but includes an explanation of *why* an incorrect answer is incorrect.

While it is important to provide detailed explanations for the application items, it is not possible to provide an individualized response for each Soldier. This means that we must develop “canned” responses for these items. That is, feedback will identify the good action, explain why it is desirable, and point out the most important aspects of the problem, but it will not address specifics in the Soldier’s response. Soldiers will compare their answers to the correct answer and be asked whether they took into account the important aspects of the situation, then be directed to the appropriate reference.

Feedback on Situational Items

The main reason for including situational items in the SAS is because these problems present Soldiers with realistic situations that NCOs frequently confront. Thus, these items help the program meet the SAS goal of familiarizing Soldiers with the requirements for NCOs. Because this may be the first experience many Soldiers have in handling these types of problems, it is best to make sure that all responses reflect doctrine, whether it is specifically included in feedback or not.

Situational items are significantly different than the other application items because all the responses have some degree of acceptability, even to experts. So, to make the process meaningful for Soldiers, feedback should help them understand why one action is better than another and provide them with general strategies for thinking about such problems. Feedback should also include relevant doctrinal references to allow Soldiers to read more about the principles involved in the decision. The feedback provided to the Soldier for each item is:

- the average effectiveness of each item, as determined by NCOs using a 7-point effective rating scale
- a rationale for why each answer is effective or not (e.g., “Developing a plan of action for land navigation training is a good first step, but you should probably gather some information first and involve your senior subordinates”), and
- a link to the manual/regulation that most directly applies to the situation.

SJT items, more than any other item types, lend themselves to discussions with supervisors or colleagues. Soldiers can think about why the answers vary in effectiveness and discuss the scenario with peers and/or supervisors to better understand the intricacies of the situation.

Summary of Feedback Formats

Because the SAS is essentially a development tool, the amount and quality of feedback provided to Soldiers is probably its most important element. This developmental focus is the basis of the decision to provide immediate feedback on an item-by-item level as well as giving Soldiers overall feedback on each exercise. Feedback for all types of items is manual-based, including references or links to manuals so Soldiers can learn more about a given subject. Situational items, in particular, have a rich potential as a developmental tool. These items provide insight into the situations NCOs face and can also be the basis for developmental discussions with peers and supervisors. There are time and resource costs associated with providing the appropriate level of feedback, but because of the developmental nature of the SAS, this aspect of the system is clearly essential to its success.

Prototype SAS Design Summary

The SAS stemmed from three goals: (1) to allow Soldiers to familiarize themselves with testing procedures, format of the test questions, and the breadth of the content of the test; (2) to assist them in learning about the semi-centralized promotion system; and (3) to familiarize them with unique duties and responsibilities associated with being an NCO and to deepen their understanding of the types of situations NCOs face in their duties. To achieve these goals, the prototype SAS contains the following components:²

- description of the Army semi-centralized promotion system and a link to an electronic PPW worksheet,
- description of the testing program (e.g., goals, eligibility),
- description of the test experience including the environment and universal conditions,
- sample test items to familiarize Soldiers with the format and content of the operational core test
- guidance for promotion and core test preparation,
- situational judgment items and application items, plus problem solving exercises that require the Soldier to apply leadership and training principles to various situations, and
- immediate practice item feedback linked to the characteristics of the various item types.

SAS Implementation

SAS Features

When implemented, the SAS would contain all of the features of the prototype developed during this study. However, it will be important to expand upon the items we have prepared for this effort. In this prototype, we have only sampled from the available material to indicate how different question types can be used to prepare for the test and to learn more about being an NCO and the KSAs required. The sample test item database should be expanded to provide a more comprehensive picture of the test content. In addition, the bank should be large enough so that

² A web version of the prototype is available for review upon request to ARI or the authors. The address is: <http://www.humrro.org/ATPAT>. Note that the address is case sensitive.

Soldiers can take several assessments as they prepare for the test. Although these will not be the same types of practice tests as those developed by commercial test preparation firms, it would be beneficial for Soldiers to have a large number of items to review. In addition, item developers should be open to developing new types of items and new presentation methods as capabilities to develop new formats emerge.

The SAS should use the same delivery platform used for the operational core test. This will make it more efficient for developers to work on both the test and self-assessment systems.

The ATPAT recommended that the SAS be available through the Internet to all Soldiers at any time of the day or night. This will require that (a) the SAS be administered via the Internet rather than on CDs or other media that could somehow limit distribution, and (b) all Soldiers must have the time and Internet access to prepare when schedules permit.

SAS Implementation Requirements and Issues

While this report describes the main features of the ideal self-assessment program, each feature has its own requirements and attendant implementation issues. First, the SAS and the Army-wide test should have the same proponent within the Army. It is critical that both programs are aligned and the content of the core test, and hence the SAS, reflect job requirements and priorities.

The next requirement is to expand the sample test item database and to develop additional items for the other modules. The sample item database should contain sufficient items that it covers all of the blueprint categories. Also, since Soldiers may review sample tests more than once, there should be enough items that they are not presented with the same ones very frequently. This initially will require a developmental effort that mirrors that used for the core test, be it done in-house, via contract, or through some combination of staffing. It will also require oversight to ensure that the programs are aligned. As the operational testing system matures, the core test will retire some items to prevent over-exposure or because the items do not have the statistical properties desired in operational test items. These retired items can be used to increase the sample item pool or adapted to be suitable for one of the other modules.

Development of the situational items, a valuable tool, will require the input of a large pool of NCOs or other suitable qualified participants to develop the scoring key and ensure that all items and options accurately reflect doctrine. Approximately 20 judgments are required for each item to ensure that the ratings are stable enough to be useful. It will also be necessary for the test developers to verify that "correct" answers as identified by the SMEs are also the correct answers as given in the official doctrinal sources.

In implementing the SAS, the Army must address technical concerns, such as broadband access and compatibility problems between outside servers and the Army access platforms. To be sure, these are problems that affect a great many other applications and are the subject of continued research and development efforts from a variety of Army-wide interests, so this is not a unique or isolated problem. There are also technical issues associated with making the self-assessment program available to all Soldiers on demand, which is the keystone of an operational program. All Soldiers have access to Army Knowledge Online (AKO), the web-based, restricted access portal

to all official Army information and resources, which make this an ideal location for a link to the SAS. However, we have discovered that many Soldiers, particularly those of lower ranks, do not routinely access the AKO site. This is a serious limitation for broad use of the SAS. It will likely be necessary to advertise both the SAS and AKO to ensure that Soldiers know about the system and how to access it.

Additionally, we have found that not all Soldiers have ready access to the Internet (again, with a concentration at the lower ranks). The Army will have to identify other opportunities for Soldiers to access the Internet. Some options might include using workplace computers (possibly during non-work hours), having access to Education Centers or Digital Training Facilities (DTFs), or using public library facilities.

These requirements to expand the sample item database, develop additional application and situational problems in varied formats, to provide the appropriate levels of feedback, and ensure system compatibility and Soldier access to computers will result in costs that mirror or possibly even exceed those for the common core test. These costs are being estimated within the context of the PerformM21 research project.

One major issue that must be addressed is that of Soldier time and access. Soldiers, especially under current operational tempo and deployments, are faced with extreme demands on their time and attention. The effect of new requirements must be carefully considered. An added consideration to the demands on the time of Soldiers who are preparing for the core test is that many of them would, ideally, involve their supervisors in their promotion planning process. Supervisors can be invaluable in helping Soldiers identify their strengths and weaknesses, providing experiences that will help Soldiers receive additional PPW points, and providing realistic job previews for Soldiers. In that ideal situation, Soldiers would discuss some of the problems presented in the SAS with their supervisors and/or their peers. Getting other perspectives is useful, particularly in the case of a Soldier who is just starting to really consider the Army as a career and working towards promotion. These desirable efforts, however, will increase the time burden on Soldiers, their supervisors, and their fellow Soldiers. To be successful as an operational program, it is essential that the SAS and core assessment complement and promote Soldier training, readiness, and well-being.

Conclusion

Soldier preparation for assessment provides both challenges and opportunities. If carefully constructed, with constant and reliable input from the user community, the SAS provides an exceptional tool for assisting Soldiers who are deciding whether they want to enter or continue in the NCO corps. It can serve to reinforce not only the relevant NCO KSAs but also those programs and goals that the Army designates as essential to NCO performance. Above all, the SAS should not be viewed as an independent program or even just as one only aligned with the assessment program; it is an essential part of the self-development pillar of the overall NCO Development Model.

The prototype SAS is not, of course, the final answer. It is the first step on what is a long continuum to eventual implementation. But it is a critical first step, providing the foundation for

what such a program can be. While change and evolution are inevitable, they should be made with the same rigor, effort, scientific foundation, and analytic groundwork that characterized this initial study effort.

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APPENDIX A: MATERIAL FOR SAS INFORMATION COMPONENT

The material in this appendix was developed as a prototype of a self-assessment system. It is not an operational document.³

Introduction

The information included in this guide was assembled to help you prepare for the Army-wide core test. First we provide some background information on the semi-centralized Promotion System so that you understand the role that the Army-wide test plays in determining promotions. An overview of the test itself describes its format and the way it is scored. Suggestions for preparing for tests are then given, which are based on research and past experience gathered over many years. The testing situation is then described so that you will know what to expect. This includes tips for successfully taking tests that have also proven valuable over the years. Other information provided includes advice for improving reading skills and answers to frequently asked questions. Taking time to review the information included here will help you achieve success as you move forward to the next stage of your Army career.

SUBJECT AREAS:

1. The Semi-Centralized Promotion System
 - a. Overview
 - b. Calculating your promotion points
2. The Army-Wide Core Test
 - a. Overview
 - b. Contents
 - c. Item types
 - d. Scoring
3. Preparing for the Test
 - a. Studying
 - b. Time management
4. The Testing Situation
 - a. What to expect
 - b. Test-taking tips
 - c. Coping with test anxiety
5. Other Information
 - a. Improving reading skills
 - b. FAQ (with links to these areas)

³ The views, opinions, and/or findings contained in this document are solely those of the authors and should not be construed as an official Department of the Army or Department of Defense position, policy, or decision unless so designated by other documentation.

The Semi-Centralized Promotion System

Overview

Every year, the United States Congress passes legislation that limits the percentage of the total active duty force that can serve in each enlisted rank above grade E4. The Army then allocates these slots to the various MOS based on the size of that MOS and the need for personnel of various ranks. In order for someone to be promoted above E4, there must be a vacancy. These can be created by increasing the number of slots or through separation (not re-enlisting, retirements, etc).

Promotion to grades E5 and E6 takes place through a semi-centralized process. This means that the individual unit plays a role in the promotion selection process, but it is ultimately an Army-wide decision based on the number of slots available and the qualifications of those competing for them. The two promotion processes that are followed are:

Primary Zone promotions. These are the most common promotions. They require 8 months Time in Grade (TIG) with 3 years Time in Service (TIS) for promotion to E5, and 10 months TIG with 4 years TIS for promotion to E6.

Secondary Zone promotions are for exceptional performers. They require 4 months TIG with 18 months TIS for promotion to E5, and 5 months TIG with 4 years TIS for promotion to E6.

In either case, two sets of factors are taken into account to arrive at the promotion points a Soldier receives and, therefore, whether he or she is promotion eligible.

Administrative Points are based on a Soldier's performance and accomplishments. They are made up of:

- **Duty Performance Points** which are awarded by the Soldier's unit commander based on the recommendation of his or her supervisor. A maximum of 150 points can be awarded – 30 points for each area of five areas: competence, military bearing, leadership, training, and responsibility/accountability.
- **Awards and Decorations** receive a maximum of 100 points, with the number specified for certain awards.
- **Military Education** yields a maximum of 200 points, and is based on military training courses taken, each of which has a number of points associated with it.
- **Civilian Education** is worth a maximum of 100 points that are given for courses taken in civilian institutions (e.g., colleges, trade schools).
- **Military training** also is worth a maximum of 100 points. These are based on scores achieved on the Army Physical Fitness Test (APFT) and the Rifle/Pistol Range, each of which is worth up to 50 points.
- **Army Core Test Score**, which can range from 0 to 100. (Point total is under review.)

In addition to Administrative Points, Soldiers who are seeking promotion must appear before a **Promotion Board**. *Enlisted Promotions and Reductions* (AR 600-8-19 (para 3-15(e))) sets out the criteria for deciding who serves on such a board, including rank, gender, and race/ethnicity. Each board member asks the Soldier questions, and scores are given based on personal appearance, communication skills, knowledge of world affairs, awareness of military programs, knowledge of basic Soldiering, and attitude. An average of the scores given by each of the board's members is calculated, and this is added to the administrative points described above. You can receive up to 200 points from your board appearance. (Board members also vote on whether to recommend a candidate for promotion; if everyone votes "no," the Soldier cannot be promoted.)

To be eligible for promotion, a candidate for E5 must have combined administrative and promotion board points of 350; those seeking E6 must have a combined total of 450. Those meeting these criteria are placed on the Recommended List. Each month, this list is reviewed to determine who will be selected for promotion based on the number of vacancies that come open. Those with the highest scores are selected.

Calculating Your Promotion Points

You may want to find out how many promotion points you have accumulated so far in your career.

Review your Military Personnel Records Jacket (MPRJ) to ensure it is up to date and correct. Compare that information with the points in the following table to find out how many points you already have on your Promotion Points Worksheet. Then use the link that follows the table and transfer the points to the automated PPW estimator.

Points for Awards, Decorations, and Achievements:⁴

<i>AWARDS</i>	<i>POINTS</i>
• Soldier's Medal or higher award	35
• Bronze Star Medal	30
• Purple Heart	30
• Defense Meritorious Service Medal	25
• Meritorious Service Medal	25
• Air Medal	20
• Joint Service Commendation Medal	20
• Army Commendation Medal	20
• Joint Service Achievement Medal	15
• Army Achievement Medal	15
• Good Conduct Medal	10
• Army Reserve Component Achievement Medal	10
• Southeast Asia Medal	3-12
<i>BADGES</i>	
• Combat Infantry Badge	15
• Combat Field Medical Badge	15
• Expert Infantry Badge	10
• Expert Field Medical Badge	15
• Basic US Army Recruiter Badge	10
Subsequent Recruiter awards	5 each
• Ranger Tab	10
• Special Forces Tab	10
• Drill Sergeant Identification Badge	10
Additional points for company or higher	Max 25
• Parachutist Badge	5
Additional points for higher skill level *	5 each
In approved TO&E, parachutist 20, senior 25, master 30	
• Parachute Rigger Badge	5
• Divers Badge	5
• Explosive Ordnance Disposal Badge	5
• Aircraft Crewman Badge	5
• Nuclear Reactor Operator Badge	5
• Driver or Mechanic Badge	5

⁴ The PPW may have slight modifications for some MOS (e.g., those that offer points for civilian certifications).

• Air Assault Badge	5
• Campaign Service Star	5
• Tomb Guard Identification Badge	5
ACHIEVEMENTS	
• Soldier/NCO of the Quarter – BDI level	10
• Soldier/NCO of the Quarter – Post/DIV	15
• Soldier/NCO of the Year – MACOM	25
• Distinguished Honor Graduate	15
• Distinguished Leadership Award	10
• Commandant's List (times on list)	5

Points for Military Education:

<i>COURSE</i>	<i>POINTS</i>
• NCOES: PLDC	16
• NCOES: BNCOC– enter course length in weeks	40
• Ranger School – enter course length in weeks	4 per week
• Special Forces Qualification Course – enter course length in weeks	4 per week
• Military correspondence – enter course length in weeks	1 per 5 hours
• All other courses – at least 1 week	4 per week
• EMT Certification – basic	20

Points for Civilian Education:

• Total semester hours earned	1.5 pts/hour
• Total quarter hours earned	1 pt/hour
• Total business, trade school or commercial correspondence credit hours	1pt/16 hours
• Education improvement (obtained a college degree while on active duty)	10

Points for Board Appearance:

<i>CATEGORY</i>	<i>POINTS</i>
• Personal appearance, bearing and self-confidence	1-25
• Oral expression and conversational skills	1-25
• Knowledge of world affairs	1-25
• Awareness of military programs	1-25
• Knowledge of basic Soldiering	1-25
• Attitude (leadership, potential for promotion, etc.)	1-25

Click on this link to go to an unofficial version of the Promotion Points Worksheet. Fill in your personal information and see how you are doing.

<http://www.hqda.army.mil/MPSC/promotion.htm>

The Army-wide Core Test

Overview

The Army Core Test is given to assess Soldiers' competency in those areas critical to individual and group performance. These areas were selected by Army leaders and subject matter experts because they represent the critical core knowledge that every Soldier must have for successful performance. As such, a significant portion of the test is based on the *Soldier's Manual of Common Tasks, Skill Levels 1 & 2*. As you know, the content of this manual cuts across MOS and should be highly familiar to every Soldier in the United States Army. As described below, other areas covered include Army History and Values, Leadership, and Training.

Contents

The Army-wide test has five content areas:

- **Area 1: Skill Level 1 Common Tasks.** These questions are drawn from information given in the *Soldier's Manual of Common Tasks, Skill Level 1*. Subject areas include First Aid; Weapons (e.g., M16 and M9); Nuclear, Biological, and Chemical (NBC); Communications; and Survival.
- **Area 2: Skill Level 2 Common Tasks.** These items are based on the content of the *Soldier's Manual of Common Tasks, Skill Level 2*. Subject areas include Survival, First Aid, Equipment Checks, and Defense Measures.
- **Area 3: Army History & Values.** These items cover the history of the U.S. Army and the NCO. They include such topics as Courtesy and Customs of the Army, the Volunteer Army, and the End of the Cold War. The seven Army Values are also covered.
- **Area 4: Leadership.** These items address topics of importance to junior NCOs, including the Duties and Responsibilities of Officers and NCOs, the Chain of Command and Support Channel, Troop Leading Procedures, Principles of Discipline, and Risk Management.
- **Area 5: Training.** These items address such topics as Responsibilities of NCOs in Training, Preparatory Marksmanship Training, and Preparing for and Conducting Drills and Ceremonies.

Item Types

The test is administered on a computer. You will be provided instructions at the start of the test on how you should complete various item types. For the most part, however, this is fairly straightforward. There are several different ways in which you will be asked to respond.

- Many of the items are **multiple-choice** questions of the sort you have seen many times before. You will be asked such questions as: "What should be done or done first?" "When should you perform a particular step or take a particular action?" "What method or piece of equipment should be used to perform a particular function or reach the defined goal?" In each case you are given several options from which to select.
- **True/False** questions provide a statement and ask you to indicate whether it is true or false.
- **Sequencing items** typically show a series of steps to a procedure and ask you to indicate the order in which they should be performed. They will look something like this:

	First	Second	Third	Fourth
Step A	①	②	③	④
Step B	①	②	③	④
Step C	①	②	③	④
Step D	①	②	③	④

To complete the question, decide which step (A-D) should be performed first, and click on the ① in the row corresponding to that step. Continue with the remaining steps. Your final answer should have one selection in each column, like this...

	First	Second	Third	Fourth
Step A	①	●	③	④
Step B	●	②	③	④
Step C	①	②	③	●
Step D	①	②	●	④

...where the order selected was B, A, D, C.

Matching questions require you to examine two sets of stimuli (e.g., words and definitions/examples, symbols and meanings) and match them up correctly. Typically, you will be shown the word or symbol and be asked to select the correct match from a drop-down menu, like this:

Match the sign with its proper meaning:



- A. No running
 - B. Watch for pedestrians
 - C. No pedestrians
 - D. No standing

(This is a simple example of a matching question. The figure shows a symbol in which the figure of a walking person is covered by a red circle and crossbar that indicates “not allowed.” Respondents may choose from four options that describe possible interpretations for the sign.)

Fill-in-the-blank items ask you to provide a word that is missing in a statement, to define a term, or to describe the steps in a procedure. A window is provided for you to type in your answer.

Scoring

The scoring of the Army-wide test is straightforward.

- For individual items, whether they are multiple choice, fill-in-the-blank, or true false, you get credit if your answer is correct and no credit if it is not.
- For matching items, you get credit for each correct match and no credit for incorrect matches.
- For questions that ask you to put steps in a sequence, you only get credit if you correctly identify the order of all of the steps.
- Because they require more thought and input on your part, fill-in-the-blank questions have a higher point value than the other item types.

Your score is calculated by summing the number of points you received based on correct answers.

Preparing for the Test

Perhaps the most important thing to remember about preparing for the test is this...

Don't delay. Give yourself plenty of time so you can be sure to cover all the material and get help when you need it.

Studying

Step 1. Find out what you need to know.

- Look over the topics mentioned earlier in this guide.
- Do a quick review of the source materials related to those topics.

Here are the manuals that contain the material you will need to know. They are available online or in hard copy. If you don't know how to find them, ask your supervisor.

Title	Manual/Publication	Publication Date
<i>The Army Noncommissioned Officer Guide</i>	FM 7-22.7	23 December 2002
<i>Army Leadership: Be, Know, Do</i>	FM 22-100	August 1999
<i>Battle Focused Training</i>	FM 7-1	15 September 2003
<i>Drill and Ceremonies</i>	FM 3-21.5	7 July 2003
<i>IET Soldier's Handbook</i>	TRADOC Pamphlet 600-4	1 April 2001
<i>Rifle Marksmanship M16A1, M16A2/3, M16A4, and M4 Carbine</i>	FM 3-22.9	24 April 2003
<i>Risk Management</i>	FM 100-14	23 April 1998
<i>Salutes, Honors, and Visits of Courtesy</i>	Army Regulation 600-25	1 September 1983
<i>The Soldier's Guide</i>	FM 7-21.13	February 2004
<i>Soldier's Manual of Common Tasks Skill Level 1</i>	Soldier Training Publication No.21-1-SMCT	February 2003
<i>Soldier's Manual of Common Tasks Skill Levels 2, 3, and 4</i>	Soldier Training Publication No. 21-24-SMCT	February 2003
<i>Training the Force</i>	Field Manual 7-0	22 October 2002

Step 2: Figure out what you know and what you don't know

When you are reviewing the material, make a list of topics that:

- You know well;
- You know, but will need to review to feel comfortable about;
- You don't know well.

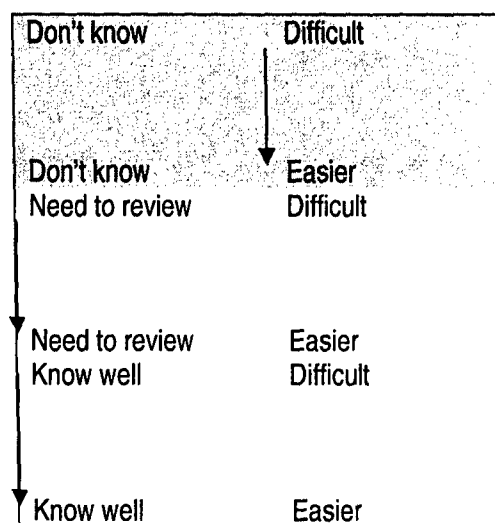
You can do this by individual topic (e.g., CPR), but it may be more realistic to focus on more general areas (e.g., first aid, Army values).

There is a sample test available that includes the type of questions you will see on the real exam and covers many of the same topic areas. Taking the sample test through the Internet will help you in sorting the topics by how well you know them. As you answer each item, you will be told whether your answer was correct and, if not, what the right choice was. You will also be given a link to the section of the manual on which the test item was based. Here is the link to the sample test: (link to be entered when SAS is implemented for use by Soldiers)

Once you've identified how well you know the material, sort it again by how difficult it appears to you—that is, how long you think it will take you to master the subject. This will vary according to individual interests and strengths. Your final list will look like this.

Through this process, you can identify the topics on which you need to spend more or less effort to feel comfortable when it comes time to take the test.

(The accompanying figure shows a matrix that demonstrates the six possible piles into which you might sort the test items. They are: Don't know-Difficult; Don't know-Easier; Need to review-Difficult, Need to review-Easier; Know well-Difficult; and Know well-Easier.



Step 3: Set up a schedule

As with most things in life, it's easier to get into the groove of preparing for a test when you have a regular study schedule. If possible, this means the same block of time each day you plan to study. Don't schedule overly long study periods (e.g., all day Sunday). It's better if you can devote a few hours at a time so you can keep your attention level up. And try to pick times when you will best be able to concentrate. Avoid late nights when you are likely to be tired, or periods of the day when there are lots of distractions from other sources, such as work and family.

Try to allocate the material across the study periods that you have identified. This will be a check on whether you will have enough time to cover everything, and it can serve as an indication of your progress to make sure you stay on track.

Be sure to leave time to review the material at the bottom of your list (stuff you know well and think is easier). And also leave time before the test to do a relaxed review of everything (instead of an all-night cram session).

Step 4: Study, study, study

Be smart in the way in which you prepare for the test. There are a variety of techniques that different people use to learn material. Here are a few examples. Pick those that best suit you.

- Taking notes about the material you read forces you to concentrate and helps to learn the content. This is also helpful in organizing what you are learning, particularly if you read about overlapping topics in different sources. You can consolidate all the information in one place. Notes will also be helpful in the review process.
- If you choose to highlight important material in the manuals you read, highlight only the important points in each section. A manual drenched in yellow will not be much help when you review.
- Quiz yourself often as you go along. This will help to remember the information in the long run.
- Work with a friend or friends. People can often help one another comprehend information, and discussing what you're reading reinforces what you are learning.
- When you are studying a procedure that involves steps (e.g., putting on a tourniquet), practice the procedure using a suitable mock-up, such as a chair leg.
- Don't be afraid to ask questions. Your supervisor or other more senior personnel can be valuable sources when you are having trouble understanding a topic. And don't be afraid to admit that you are having trouble—chances are they did too.

Time Management

Here are a few tips to help you make sure you accomplish your goals as you prepare to take the Army-wide test.

- Keep your goal in mind. Think about how good it will be to put the test behind you and find out that you passed with flying colors.
- Reward yourself for staying on schedule. When you reach a milestone (e.g., successfully mastered a particularly difficult or unfamiliar topic) treat yourself to something you particularly enjoy or like to do. (But...don't use this as an excuse to take time off.)
- Use "dead time" to review what you've learned, either by looking at manuals or your notes, or by just going through material in your head. After all, you can "think" anywhere—while sitting in traffic, out jogging, or taking a break.
- If you find things are getting in the way of your progress, try to think of strategies for overcoming these obstacles. For instance, there are always things you *must* do and things you *should* do. Maybe you can put off some of the "should dos" until after you have taken the test.
- Review your schedule periodically to make sure you are on track. If you start to fall behind, take steps to remedy the situation by adding or extending a study session. Keeping with the schedule allows you to maintain a positive attitude—falling behind doesn't.

The Testing Situation

In this section we describe what you should expect when you arrive to take the test. We also provide some tips on coping with test anxiety and how to approach taking the test itself and answering individual questions.

What to Expect

When you arrive at the test facility, the person administering the session will check you in. An ID will be required. If you have registered in advance with the Digital Training Facility/Digital Training Technology Program and the Army Training Requirements and Resources System (ATRRS), the Test Control Officer (TCO) will simply check your name off on a list. Otherwise, you will have to register when you arrive.

No pagers, cell phones, or headphones will be allowed in the test room. Any other materials you bring will have to be stowed away before you begin the test. You may be allowed to use scratch paper. If so, this will be provided by the TCO and collected when you have completed the test.

You will be provided the information you need to log onto the system, as well as instructions for doing so. You will have to enter your name and a password, which will be given to you. When you have logged on, you will have to wait until instructions are given and you are told to proceed.

The TCO will provide detailed instructions on how to complete the test. Listen carefully. You will be informed that the questions are grouped into five sections: Common Tasks Skill Level 1, Common Tasks Skill Level 2, Army/NCO History, Training, and Leadership. You will be able to skip items and go back to them *within each section*. When you reach the end of a section, you will have to click **Submit All Answers**. At that point, you cannot return to questions in that section.

No talking will be allowed during the test itself. If you have a question, you can raise your hand and the TCO will do his or her best to help you. Restroom breaks will be allowed (again, raise your hand), but only one Soldier will be allowed to leave the room at any time.

When you have completed the test, the computer will instruct you to raise your hand. The TCO will verify that you are done, and you will be dismissed. Congratulations, you're done!

Test Taking Tips

There are a variety of tips for taking tests that have been shown to work through research and practice. You've probably heard many of these before, but it is worth a quick review so that they are fresh on your mind as you approach test day.

Tips on Taking Tests

- Get to the test site in plenty of time. Arriving late—or even the threat of arriving late—can add extra anxiety you simply don't need.
- Avoid talking to others beforehand—or at least avoid talking about the test. You have done what you need to prepare, and listening to others talk about the material may only serve to confuse you or make you anxious.
- Listen carefully to all instructions given. This seems obvious, but it may help you avoid obvious mistakes in completing the test that could cost you in the long run.
- If you have time, go through the entire test—or section of the test—in advance. This will give you an idea of what you are up against, and how best to allocate your time.
- You may want to go through a section and answer all the questions you are sure of right off the bat. This can increase your confidence and allow you to concentrate on those items that will take a bit more thought. In any case, if you find you are getting hung up on a particular question, move on and come back to it later.
- Monitor your progress through the test. If there is a time limit, make sure you aren't lagging too far behind, which will force you to rush at the end.
- If you finish early, take a few minutes and review the sections of the test that you can to make sure you haven't mismarked an answer or made some other simple mistake.
- BUT, avoid the temptation to second-guess yourself and change your original answers. Research has shown that your first hunch is more likely to be correct. You should only change answers if you originally misread the question, or if you came across information elsewhere in the test that indicates with certainty that your first choice was incorrect.
- Don't be concerned if others finish before you do. No one wins a prize for finishing early.
- Above all, have confidence that you have prepared well and know your stuff.

Tips on Answering Questions

When the question consists of a stem (lead-in) and several alternative responses, follow these steps:

- Read the entire stem and make sure you understand it.
- Before looking at the alternatives provided, try to come up with the answer yourself.
- If your answer matches one of the alternatives, the chances are pretty good that it's correct.
- Otherwise, read all of the alternatives carefully before making a selection.
- If you aren't sure of the answer, see if any of the choices are obviously wrong and eliminate them from consideration.
- For the remaining choices:
 - Treat each as if it were a true/false question and choose the "most true."
 - See if any don't grammatically fit the stem—they can probably be eliminated.
 - Look for absolute words, like "always" and "never," and see if you can think of exceptions that would make that answer incorrect.
 - If two options seem similar, examine them carefully to see what the difference between them is. This may help you decide.
- If you still can't decide between two or more options, guess. Leaving a question unanswered is the same as getting it wrong. The fewer the alternatives you are guessing between, the better your odds of getting it right.
- For fill-in-the-blank questions, don't obsess over the wording of your response. The important point is to make sure that you have answered the question completely...and correctly.

Coping with Text Anxiety

Everyone gets anxious before a test. In some ways, this is a good thing because it gets the adrenaline flowing and keeps your attention up. But too much anxiety can impair your performance. Here are a few tips for keeping test anxiety under control.

- Most of all, be prepared. Nothing builds confidence like the feeling that you have done your best to make sure you are ready when it comes time to take the test.
- Exercise is important in reducing stress. To the extent possible, maintain your regular exercise schedule in the days leading up to the test.
- Get a good night's sleep the night before the exam. Being tired and groggy and not being able to think clearly will raise your stress level.
- Have confidence in yourself and view the exam as an opportunity to show how much you have learned and to earn points toward promotion.
- Avoid processed foods the day of the test. Eat fresh fruit and vegetables.
- Relax just before the exam. Don't try to do a last minute review. This could raise your anxiety level.
- If you do start to feel anxious during the test, close your eyes for a few minutes and take deep slow breaths. This will help to clear your mind and relax you.

Other Information

Improving Reading Skills

Some Soldiers have indicated they are nervous about the reading requirements of the test. Here are a few suggestions for becoming more comfortable with reading and improving your reading skills.

- Make reading a part of your daily routine. This might include the daily newspaper, magazines, *The Army Times*, library books, technical manuals – whatever you can access regularly. Just seeing things in print will make the process of reading more familiar to you and less stressful.
- Look on the Internet for websites that help people improve reading, vocabulary, and grammar skills. They use a variety of activities (e.g., crossword puzzles, word searches, multiple-choice questions) of varying degrees of difficulty. Some of these sites include:
 - <http://www.englishclub.com/learn-english.htm>
 - <http://www.collegeem.qc.ca/cemdept/anglais/trouindx.htm>
 - <http://www.webenglishteacher.com/esl.html>
 - <http://www.sas.calpoly.edu/asc/ssl/personal.reading.imprvmnt.html>
- Here are some suggestions that might prove useful for increasing your comprehension when you are reading Army manuals or other documents:
 - Review the material—look at the table of contents and chapter subtitles to identify the main ideas before starting to read in detail.
 - Look up vocabulary words you don't know. The Web can provide definitions and translations to other languages.
 - Check yourself frequently to see if you really understand what you are reading. Write down or say the main points of the section you just read, and then check the book to see how close you came.
 - Reread the difficult parts. Make notes about the important points in the margins of the books or on a sheet of paper.
 - If you have questions about a section of a manual, talk with your buddies or supervisor. Supervisors have already been through training, so they can easily understand your questions. Your buddies may have the same questions you do, so this might be a good opportunity for a discussion.

Frequently Asked Questions

QUESTION 1: *I have enough TIS and TIG to be eligible for promotion, but I don't know how I will stack up against others in my MOS.*

ANSWER: Promotion is decided by several factors: Your score on the core test, your experience and achievements, your performance on the interview, and your supervisor recommendation all contribute to points on the Promotion Points Worksheet (PPW).

You should request a counseling session with your supervisor to discuss your performance up to now and what you can do to make yourself more competitive. Then make a plan to take on new responsibilities, demonstrate your initiative and leadership skills. You might want to keep a log of your goals, how you plan to achieve them, and what you actually do to move your performance to the highest level. Sharing this information with your supervisor can help him to see how well you are doing so he can include that information in his evaluation.

You can see how many points you have earned so far with what you have already experienced and achieved. This link will take you to the Promotion Points Calculator that allows you to estimate your promotion points. (Note: this calculator is for informational purposes only – it is NOT an official score.)

<http://www.hgda.army.mil/MPSC/promotion.htm>

Studying for the test will help to improve your scores and teach you more about the job of an NCO. The Self-Assessment System can give you assistance in preparing for the test and give you some tips on how to take the test.

QUESTION 2: How am I going to find time to study for this test? I've got a full-time job, a spouse, and a life!

ANSWER: If you are serious about doing well on the test, you should make the effort to find the time to prepare. This may mean making some sacrifices in your personal life for a while. Focus on your goal and reward yourself when you pass! If you have serious time management issues, here's a link that has some strategies for making the most of your time. (INSERT LINK TO TIME MANAGEMENT MODULE HERE)

QUESTION 3: How long will it take for me to get my test results and how will I get them?

QUESTION 4: If I don't do well on the test, can I take it again?

QUESTION 5: I've already been certified in one or more of the common tasks. Can I opt out of those portions of the test?

QUESTION 6: Will there be a paper-based version of the test for Soldiers who can't get to a Digital Training Facility (e.g., Soldiers who are deployed)?

QUESTION 7: Can I reschedule the test if, as the date approaches I realize I'm not ready to take it?

QUESTION 8: Can I write as much as I want to answer the open-ended questions or is there a word limit?

QUESTION 9: Who will score my write-in responses, and how?

QUESTION 10: Why can't I use a calculator and other tools that I would use in the "real world?"

APPENDIX B: SAMPLE TEST ITEMS

This Self-Assessment System (SAS) is designed to help you determine your readiness to take the common core knowledge assessment, to be taken as part of the promotion to the Noncommissioned officers (NCO) corps. This assessment will familiarize you with the core knowledge assessment's (a) testing procedures, (b) format of the test questions (multiple choice, drag and drop, sequencing, essay, etc), and (c) the topics tested. This assessment will also include situational judgment test (SJT) items designed to assess your leadership potential.

1. When evaluating a casualty, which of the following should be done first?

- ☐ A. Check for shock
- ☐ B. Check for a head injury
- ☐ C. Check for responsiveness
- ☐ D. Check for breathing

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Evaluate a Casualty (081-831-1000)

2. While evaluating a casualty, you find that he has sweaty but cool skin, a faster than normal breathing rate and is in a state of confusion. Which of the following is the casualty most likely experiencing?

- ☐ A. Shock
- ☐ B. A fracture
- ☐ C. A head injury
- ☐ D. An open wound

Correct answer: A

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Evaluate a Casualty (081-831-1000).

3. While evaluating a casualty, you determine that the casualty shows signs of chemical agent poisoning. What should you do first?

- ☐ A. Seek medical aid
- ☐ B. Decontaminate the casualty's skin
- ☐ C. Immobilize the casualty
- ☐ D. Mask the casualty

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Evaluate a Casualty (081-831-1000) and Perform First Aid for Nerve Agent Injury (081-831-1044).

4. You and another Soldier are in a combat situation. You come across a casualty who displays the symptoms of a neck injury. It is not an immediate life-threatening situation. What should you do first?

- ☐ A. Turn the casualty's head from side to side
- ☐ B. Move the casualty's to cover
- ☐ C. Send the other Soldier to seek medical aid while you begin treatment
- ☐ D. Immobilize the casualty

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Evaluate a Casualty (081-831-1000).

5. You see a conscious casualty who is having a hard time breathing. The casualty is coughing and making high pitched noises between coughs. What should you do?

- ☐ A. The casualty has good air exchange, do not interfere
- ☐ B. The casualty has poor air exchange, perform abdominal/chest thrusts
- ☐ C. The casualty has some airway obstruction, roll onto stomach, perform sharp blows between shoulder blades
- ☐ D. The casualty has poor air exchange, seek medical aid

Correct answer: B

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Perform First Aid to Clear an Object Stuck in the Throat of a Conscious Casualty (081-831-1003).

6. You come across a casualty with a bleeding leg wound. The casualty is breathing. After uncovering the wound, what should you do?

- ☐ A. Apply pressure
- ☐ B. Apply a tourniquet
- ☐ C. Apply a field dressing
- ☐ D. Elevate the leg

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Perform First Aid for Bleeding of an Extremity (081-831-1032).

7. You are treating a casualty with a bleeding arm wound. After applying the field dressing, the casualty's skin below the injury becomes cool. What should you do?

- ☐ A. Apply a tourniquet
- ☐ B. Apply firm manual pressure
- ☐ C. Elevate the arm
- ☐ D. Loosen the dressing

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Perform First Aid for Bleeding of an Extremity (081-831-1032).

8. You are treating a casualty with a bleeding leg injury. After elevating the leg above the level of the casualty's heart, the bleeding does not stop. What should you do?

- ☐ A. Apply manual pressure
- ☐ B. Apply a field dressing
- ☐ C. Apply a pressure dressing
- ☐ D. Apply a tourniquet

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Perform First Aid for Bleeding of an Extremity (081-831-1032).

9. You are treating an adult casualty who is unconscious and does not appear to be breathing. You are not in a chemical environment. Place the following steps for performing mouth to mouth resuscitation in the proper sequence.

A. Perform abdominal or chest thrusts

- ☐ (i) 1st ☐ (ii) 2nd ☐ (iii) 3rd ☐ (iv) 4th ☐ (v) 5th ☐ (vi) 6th

B. Check for breathing

- ☐ (i) 1st ☐ (ii) 2nd ☐ (iii) 3rd ☐ (iv) 4th ☐ (v) 5th ☐ (vi) 6th

C. Position the casualty

- ☐ (i) 1st ☐ (ii) 2nd ☐ (iii) 3rd ☐ (iv) 4th ☐ (v) 5th ☐ (vi) 6th

D. Check for pulse

- ☐ (i) 1st ☐ (ii) 2nd ☐ (iii) 3rd ☐ (iv) 4th ☐ (v) 5th ☐ (vi) 6th

E. Give breaths to ensure an open airway

- ☐ (i) 1st ☐ (ii) 2nd ☐ (iii) 3rd ☐ (iv) 4th ☐ (v) 5th ☐ (vi) 6th

F. Open airway using head-tilt/chin-lift method

- ☐ (i) 1st ☐ (ii) 2nd ☐ (iii) 3rd ☐ (iv) 4th ☐ (v) 5th ☐ (vi) 6th

Correct answer: C (1), F (2), B (3), E (4), A (5), D (6)

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Perform Mouth-to-Mouth Resuscitation (081-831-1042).

10. During mouth to mouth resuscitation, when should you check for pulse and breathing?

- ☐ A. Every 6 breaths
- ☐ B. Every 12 breaths
- ☐ C. Every 2 minutes
- ☐ D. Throughout the process

Correct answer: A

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Perform Mouth-to-Mouth Resuscitation (081-831-1042).

11. While performing mouth to mouth resuscitation, how many breaths per minute should you administer to the casualty?

- ☐ A. 6 - 8 breaths per minute
- ☐ B. 8 - 10 breaths per minute
- ☐ C. 10 - 12 breaths per minute
- ☐ D. 12 - 14 breaths per minute

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Perform Mouth-to-Mouth Resuscitation (081-831-1042).

12. You are performing mouth to mouth resuscitation on a casualty with a neck injury. What method should you use to open the airway?

- ☐ A. Jaw-thrust method
- ☐ B. Head-tilt/chin-lift method
- ☐ C. Mouth to nose method

Correct answer: A

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Perform Mouth-to-Mouth Resuscitation (081-831-1042).

13. You are preparing to engage a target with an M4 carbine. Which of the following firing positions is the best choice when it's available?

- ☐ A. Prone supported
- ☐ B. Kneeling supported
- ☐ C. Foxhole
- ☐ D. Standing

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.17 M4 Carbine: Engage Targets with an M4 or M4A1 Carbine (071-100-0003).

14. You are attempting to estimate range to target with an M4 carbine. At 90 meters, how large would a man-sized target appear?

- ☐ A. Half the width of the front sight post
- ☐ B. Twice the width of the front sight post
- ☐ C. The same width as the front sight post

Correct answer: B

Reference: STP 21-1-SMCT, Ch. 3.17 M4 Carbine: Engage Targets with an M4 or M4A1 Carbine (071-100-0003).

15. What should be used to clean the lower receiver group of an M4 carbine?

- ☐ A. Bore brush
- ☐ B. Small arms swabs
- ☐ C. Chamber brush
- ☐ D. Rags

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.17 M4 Carbine: Maintain an M4 or M4A1 Carbine (071-100-0004).

16. Put the following steps for disassembling an M16 Rifle in the correct sequence:

A. Verify the rifle is clear

☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8

B. Remove the sling

☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8

C. Remove the handguards if you can see dirt or corrosion through the vent holes

☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8

D. Push the takedown pin as far as it will go and pivot the upper receiver from the lower receiver

☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8

E. Push the receiver pivot pin

☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8

F. Separate the upper and lower receivers

☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8

G. Pull back the charging handle

☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8

H. Remove the bolt carrier and bolt.

☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8

Correct answer: A (1), B (2), C (3), D (4), E (5), F (6), G (7), H (8)

Reference: STP 21-1-SMCT, Ch. 3.9 M16-Series Rifle: Maintain an M16-Series Rifle (071-100-0004).

17. You are cleaning the upper and lower receiver groups of your M16 rifle. Which of the following should be performed first?

☐ A. Clean the receiver going through the flash suppressor

☐ B. Clean drain hole with pipe cleaner

☐ C. Clean buffer and inside lower extension

☐ D. Clean barrel locking lugs and gas tube

Correct answer: A

Reference: STP 21-1-SMCT, Ch. 3.17 M4 Carbine: Maintain an M4 or M4A1 Carbine (071-100-0004).

18. What should be used to clean the upper and lower receiver group of an M16 Rifle?

☐ A. CLP

☐ B. Pipe cleaner

☐ C. Bore brush

☐ D. Swabs

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.17 M4 Carbine: Maintain an M4 or M4A1 Carbine (071-100-0004).

19. What is the first step in loading an M9 pistol?

- ☐ A. Retract the slide fully and release it
- ☐ B. Insert the loaded magazine into the pistol magazine well until you hear a click when the magazine seats fully
- ☐ C. Place safety lever in SAFE position

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.18 M9 Pistol: Load an M9 Pistol (071-004-0003).

20. You are instructed to go to MOPP4. Which of the following MOPP gear must be added to move from MOPP3 to MOPP4?



Picture shows Soldier in MOPP gear

- ☐ A. Protective mask with hood
- ☐ B. Overboots
- ☐ C. Protective gloves
- ☐ D. Overgarment jacket

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.3 Nuclear, Biological, and Chemical: Protect Yourself from NBC Injury/Contamination with Mission-Oriented Protective Posture (MOPP) Gear (031-503-1015).

21. You are in a tactical environment or an area where there is a chemical threat. You are in MOPP 2. You see a liquid that might be a chemical agent. When you blot the M8 detector paper on the suspected liquid, the M8 detector paper turns red-pink. What kind of agent have you detected?

- ☐ A. G (nerve) agent
- ☐ C. H (blister) agent
- ☐ B. V (nerve) agent
- ☐ D. Unknown. Retest with M9 detector paper.

Correct answer: B

Reference: STP 21-1-SMCT, Ch. 3.3 Nuclear, Biological, and Chemical: Detect Chemical Agents Using M8 or M9 Detector Paper (031-503-1037).

22. You are in a chemically contaminated area. You need to drink water. You have pushed the quick-disconnect coupling into the canteen cap. You blow to create positive pressure but do not feel resistance. What should you do?

- ☐ A. Tilt your head back to drink
- ☐ B. Raise the canteen upside down and drink
- ☐ C. Press on the top of the outlet valve cover
- ☐ D. Have the faulty coupling on the canteen replaced

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.3 Nuclear, Biological, and Chemical: Protect Yourself from Chemical/Biological Contamination Using Your Assigned Protective Mask (031-503-1035).

23. You are preparing to enter a chemically contaminated area. You have donned your protective mask and are beginning to clear the mask. You have sealed the outlet valve. What should you do next?

- ☐ A. Inhale deeply
- ☐ B. Stop breathing
- ☐ C. Cover the inlet port and breathe in
- ☐ D. Blow out hard

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.3 Nuclear, Biological, and Chemical: Protect Yourself from Chemical/Biological Contamination Using Your Assigned Protective Mask (031-503-1035).

24. You are using the tactical telephone. You have initiated a call. What is the next step?

- ☐ A. Communicate message
- ☐ B. Verify message received
- ☐ C. Verify distant end is ready to receive
- ☐ D. Disconnect call

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.6 Communicate: Communicate via a Tactical Telephone (113-600-2001).

25. In a tactical situation, you must cross 300 meters to reach the enemy position. When you reach an open area, which individual movement technique should you use?

- ☐ A. Low crawl
- ☐ B. Rush
- ☐ C. High crawl

Correct answer: B

Reference: STP 21-1-SMCT, Ch. 3.4 Survive: Move under Direct Fire (071-326-0502).

26. As a member of a fire team, you are moving using the high crawl while holding an M16A1. How should your weapon be carried?

- ☐ A. Grasp the sling at the upper sling swivel, keeping the muzzle off the ground
- ☐ B. Cradle the weapon in your arms, keeping the muzzle off the ground
- ☐ C. With your right hand at the butt of the weapon
- ☐ D. With the sling over your right shoulder

Correct answer: B

Reference: STP 21-1-SMCT, Ch. 3.4 Survive: Move under Direct Fire (071-326-0502).

27. As you advance upon an enemy position, you are receiving direct fire. When selecting a temporary fighting position, you can fight from behind a barn or from behind a shrub. Explaining your answer in terms of cover versus concealment, which temporary fighting position should you choose and why?

Correct answer: You should choose to fight from behind the barn. If you select the shrub, you will have concealment only but not protection from fires. The barn (or other suitable hard object) will give you both cover from fires and concealment from observation. Cover is usually the more desirable condition to obtain, but it is not always possible in all conditions. As a minimum you want to look for concealment - where you cannot be seen from where you expect the enemy to be located.

Reference: STP 21-1-SMCT, Ch. 3.4 Survive: select Temporary Fighting Positions (071-326-0513).

28. You need to travel 1 kilometer dismounted. Using the pebble method, how many pebbles would you need to keep track of your paces?

- ☐ A. 10 pebbles
- ☐ B. 20 pebbles
- ☐ C. 50 pebbles
- ☐ D. 100 pebbles

Correct answer: A

Reference: STP 21-1-SMCT, Ch. 3.5 Navigate: Navigate from One Point on the Ground to Another Point While Dismounted (071-329-1006).

29. What is the most used method of navigation?

- ☐ A. Dead reckoning
- ☐ B. Terrain association
- ☐ C. Resection
- ☐ D. Intersection

Correct answer: B

Reference: STP 21-1-SMCT, Ch. 3.5 Navigate: Navigate from One Point on the Ground to Another Point While Dismounted (071-329-1006).

30. Choose the appropriate navigation technique for the terrain listed:

- A. Mountainous terrain
 - ☐ (i) Terrain association
 - ☐ (ii) Dead reckoning
 - ☐ (iii) Both Terrain Association and Dead Reckoning
- B. Desert terrain
 - ☐ (i) Terrain association
 - ☐ (ii) Dead reckoning
 - ☐ (iii) Both Terrain Association and Dead Reckoning
- C. Flat terrain with very limited navigation time
 - ☐ (i) Terrain association
 - ☐ (ii) Dead reckoning
 - ☐ (iii) Both Terrain Association and Dead Reckoning
- D. Desert terrain with a road lending into varied terrain
 - ☐ (i) Terrain association
 - ☐ (ii) Dead reckoning
 - ☐ (iii) Both Terrain Association and Dead Reckoning

Correct answers: A (i), B (ii), C (i), D (iii)

Reference: STP 21-1-SMCT, Ch. 3.5 Navigate: Navigate from One Point on the Ground to another Point While Dismounted (071-329-1006).

31. You are navigating using dead reckoning while mounted. How is the distance factor computed?

- ☐ A. Determine the map distance to travel and add 10% to convert to ground distance
- ☐ B. Determine the map distance to travel and add 20% to convert to ground distance
- ☐ C. Determine the map distance to travel and add 30% to convert to ground distance
- ☐ D. Determine the map distance to travel; the ground distance will be the same

Correct answer: B

Reference: STP 21-1-SMCT, Ch. 3.5 Navigate: Navigate from One Point on the Ground to another Point While Mounted (071-329-1030).

32. You are applying camouflage using camouflage stick. In which type of terrain should you use loam and light green?

- ☐ A. Desert and dry areas
- ☐ B. Snow covered areas
- ☐ C. Vegetated areas

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.21 Defense Measures: Camouflage Yourself and Your Individual Equipment (052-191-1361).

33. You are camouflaging your skin using camouflage stick. The terrain lacks vegetation. What stick should you use to create shadows?

- ☐ A. Light green
- ☐ B. Loam
- ☐ C. White
- ☐ D. Sand

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.21 Defense Measures: Camouflage Yourself and Your Individual Equipment (052-191-1361).

34. You are stationed in Afghanistan. It is approximately 0800. You and two other Soldiers are up on a cliff. You have been ordered to watch a road junction below and to report any activity there. You hear a truck and grab your binoculars. The truck stops at PUXXXXXX, which is approximately 200 meters from the road junction. Through your binoculars, you see four men in turbans wearing typical peasant garb get out of the truck. They don't appear to be armed. They go to the back of the truck and drop the tailgate. They start unloading thin boxes approximately a meter and a half long. The boxes appear to be heavy, because it takes two men to carry one box. They unload six boxes total. Three men get back into the truck and drive off and one stays with the boxes. You need to report this using the SALUTE format. Select the element from the pull-down list that corresponds to each letter in the SALUTE acronym to make your SPOT report back to your unit.

- ☐ A. (i) 0800 (local)
- ☐ B. (ii) Men in turbans and peasant garb not openly carrying weapons
- ☐ C. (iii) Four men with a truck
- ☐ D. (iv) PUXXXXXXXX
- ☐ E. (v) Stopped and unloaded six boxes. Three men drove off, one remained behind
- ☐ F. (vi) No weapons were observed. Not carrying any load-bearing equipment. Boxes about a meter and a half long, thin, and heavy

Correct answers: A (iii), B (v), C (iv), D (ii), E (i), F (vi)

Reference: STP 21-1-SMCT, Ch. 3.21 Defense Measures: Report Intelligence Information (052-191-1000).

35. You are on a tactical bivouac with your squad. Everyone is settled into their constructed positions. You need to evaluate the OPSEC of your location. Where should you position yourself to evaluate OPSEC?

- ☐ A. Your bivouac site
- ☐ B. Probable enemy locations
- ☐ C. Unit headquarters
- ☐ D. Location of another friendly unit

Correct answer: B

Reference: STP 21-1-SMCT, 3.21 Defense Measures: Implement Operations Security (OPSEC) Measures (301-371-1050).

36. While evaluating your bivouac site for OPSEC, here are some observations that you make. Your camouflage is already wilting, revealing the straight lines that are not found in nature. You see dirt tracks. You smell and see cigarette smoke. You also smell food being cooked. Finally, you hear the sound of voices and metal on metal. You rightly determine that your OPSEC is in bad shape. What are some actions your squad should take to increase its OPSEC?

Correct answer: Here are some changes your squad can make to upgrade their OPSEC. First, replace the wilted camouflage with fresh camouflage every few hours or use camouflage nets to hide any straight lines. Second, cover up the dirt tracks. Third, establish a "No Smoking" policy and a "No Cooking" policy to eliminate

the smells of the smoke and food. Order the squad to keep their voices down. Finally, wrap equipment in burlap sacks to avoid the sound of metal on metal.

Reference: STP 21-1-SMCT, 3.21 Defense Measures: Implement Operations Security (OPSEC) Measures (301-371-1050).

37. It's now 2100, and it's a cold dark night to be out in a bivouac. Now that you've increased your unit's daytime OPSEC, you want to evaluate your squad's bivouac site OPSEC at night. You position yourself and use the infrared. You can see heat rising from the top of a tank where someone started up their vehicle to get warm. You can see other squad members marching in place to keep warm. You can hear the sound of one of your squad members asking the other if he wants to play another hand of cards. What are some corrective actions your unit should take to increase its OPSEC at night?

Correct answer: Here are some changes your squad can make to upgrade their OPSEC at night. First, order your unit members not to run their vehicles to get warm. The thermal signatures are too clear to be safe. Also tell your unit members to restrict their movement whenever possible, again to reduce heat signatures. Finally, your unit members should be told to restrict their non-essential conversation because sound travels further at night.

Reference: STP 21-1-SMCT, 3.21 Defense Measures: Implement Operations Security (OPSEC) Measures (301-371-1050).

38. When performing maintenance on an M240B Machine Gun, which of the following parts should NOT be lubricated?

- ☐ A. Barrel assembly
- ☐ B. Operating rod
- ☐ C. Driving spring
- ☐ D. Butt stock

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.10 M240B Machine Gun: Maintain an M240B Machine Gun (071-025-0001).

39. You are preparing to engage a target with an M240B machine gun using a bipod. Which of the following firing positions should you assume?

- ☐ A. Kneeling position
- ☐ B. Sitting position
- ☐ C. Prone supported position
- ☐ D. Prone position

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.10 M240B Machine Gun: Engage Targets with an M240B Machine Gun (071-025-0007).

40. You are engaging a target with an M240B machine gun. The target requires rapid major changes in direction and elevation. What type of fire should you use in this situation?

- ☐ A. Free gun fire
- ☐ B. Swinging traverse fire
- ☐ C. Searching fire
- ☐ D. Traversing fire

Correct answer: A

Reference: STP 21-1-SMCT, Ch. 3.10 M240B Machine Gun: Engage Targets with an M240B Machine Gun (071-025-0007).

41. Place the following steps for performing a function check on the M60 machine gun in the proper sequence:

- A. Place the safety on F (first time)
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9
- B. Pull the cocking handle to the rear
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9
- C. Return the cocking handle forward to the locked position
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9
- D. Close the cover
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9
- E. Place the safety on S
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9
- F. Pull the trigger, the weapon should not fire
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9
- G. Place the safety on F (2nd time)
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9
- H. Pull the cocking handle to the rear, holding it in that position
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9
- I. Pull the trigger, allowing the bolt to ease forward
 - ☐ (i) 1 ☐ (ii) 2 ☐ (iii) 3 ☐ (iv) 4 ☐ (v) 5 ☐ (vi) 6 ☐ (vii) 7 ☐ (viii) 8 ☐ (ix) 9

Correct answer: A (1), B (2), C (3), D (4), E (5), F (6), G (7), H (8), I (9)

Reference: STP 21-1-SMCT, Ch. 3.12 M260 Machine Gun: Maintain an M60 Machine Gun (071-312-3025).

42. You are being interviewed by a member of the news media. When should you use the phrases "I think" or "I believe?"

- ☐ A. Always
- ☐ B. Never
- ☐ C. When you are not sure of the information you are explaining
- ☐ D. When expressing your opinion

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.1 Individual Conduct and Laws of War: Interact with News Media (224-176-1425).

43. When interacting with the news media, when, if ever, should you say "No comment?"

- ☐ A. When the topic is restricted information
- ☐ B. When you don't know an answer
- ☐ C. When the answer might be misinterpreted
- ☐ D. Never if you can avoid it

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.1 Individual Conduct and Laws of War: Interact with News Media (224-176-1425).

44. The news media has requested an interview lasting approximately fifteen minutes, and you have agreed. Fifteen minutes later, it is obvious that the news reporter has no intention of adhering to the agreed-upon time limit. What should you do?

- ☐ A. Continue answering the reporter's questions but warn others in your unit that when this reporter says fifteen minutes, she means thirty minutes
- ☐ B. Tell the reporter that time is up and refuse to answer any more of the questions because you control the length of the interview
- ☐ C. Tell the reporter you'll answer more of her questions when she tells you why she deceived you about the length of the interview
- ☐ D. Answer two more of the reporter's questions, checking your watch repeatedly to make it plain that you are annoyed with her lack of respect for your time

Correct answer: B

Reference: STP 21-1-SMCT, Ch. 3.1 Individual Conduct and Laws of War: Interact with News Media (224-176-1425).

45. You have been taken prisoner of war. According to the Code of Conduct, which of the following information are you required to provide to your captors? (Check all that apply.)

- ☐ A. Rank
- ☐ B. Social Security number
- ☐ C. Service number
- ☐ D. Address
- ☐ E. Telephone number
- ☐ F. Name
- ☐ G. Next of kin
- ☐ H. Date of birth

Correct answers: A, C, F, G

Reference: STP 21-1-SMCT, Ch. 3.1 Individual Conduct and Laws of War: Comply with the Law of War and the Geneva and Hague Conventions (181-105-1001).

46. You are in the vicinity of an area with enemy minefield marking signs posted, but no mines have been detected by visual or electronic means. Your job is to probe through the area to open a one meter wide footpath to allow the rest of your squad to pass through safely. As you begin to probe, you encounter resistance, and your probe does not go into the ground freely. What should you do next?

- ☐ A. Continue probing until you have definitely identified the object as a mine
- ☐ B. Stop probing and mark it as a mine
- ☐ C. Stop probing and use the probe to pick away the soil around the object
- ☐ D. Change to a metallic probe before continuing probing

Correct answer: C

Reference: STP 21-1-SMCT, Ch. 3.8 Hand Grenades and Land Mines: Locate Mines by Probing (052-192-1135).

47. When interring remains, which of these information types should be recorded for each individual interred?
(Select all that apply.)

- ☐ A. Name
- ☐ B. Grade/rank
- ☐ C. Birth date
- ☐ D. Sex
- ☐ E. Service number
- ☐ F. Nationality
- ☐ G. Date of death
- ☐ H. Place of death
- ☐ I. Date Buried
- ☐ J. Religious faith
- ☐ K. Who interred the remains

Correct answer: A, B, D, E, F, G, I, J, K

Reference: STP 21-1-SMCT, Ch. 3.20 Casualty Reporting and Handling: Inter Isolated Remains (101-515-1997).

48. After conducting inventory on all personal effects and recording identification of casualty remains, what should be done with the casualty's personal effects?

- ☐ A. Taken back to the unit
- ☐ B. Sent to the Soldier's next of kin
- ☐ C. Distributed among the Soldier's friends in his unit
- ☐ D. Left on the remains

Correct answer: D

Reference: STP 21-1-SMCT, Ch. 3.20 Casualty Reporting and Handling: Inter Isolated Remains (101-515-1997).

49. Read each medical threat listed and select the preventative measure that protects against it.

A. Heat injuries

- ☐ (i) Avoid smoking ☐ (ii) Never use engine exhaust for heat ☐ (iii) Eat all meals to replace salt
- ☐ (iv) Use protective devices ☐ (v) Keep uniform clean ☐ (vi) Increase aerobic exercise ☐ (vii) Boil water

B. Cold injuries

- ☐ (i) Avoid smoking ☐ (ii) Never use engine exhaust for heat ☐ (iii) Eat all meals to replace salt
- ☐ (iv) Use protective devices ☐ (v) Keep uniform clean ☐ (vi) Increase aerobic exercise ☐ (vii) Boil water

C. Arthropods

- ☐ (i) Avoid smoking ☐ (ii) Never use engine exhaust for heat ☐ (iii) Eat all meals to replace salt
☐ (iv) Use protective devices ☐ (v) Keep uniform clean ☐ (vi) Increase aerobic exercise ☐ (vii) Boil water

D. Diarrhea

- ☐ (i) Avoid smoking ☐ (ii) Never use engine exhaust for heat ☐ (iii) Eat all meals to replace salt
☐ (iv) Use protective devices ☐ (v) Keep uniform clean ☐ (vi) Increase aerobic exercise ☐ (vii) Boil water

E. Non NBC chemical hazards

- ☐ (i) Avoid smoking ☐ (ii) Never use engine exhaust for heat ☐ (iii) Eat all meals to replace salt
☐ (iv) Use protective devices ☐ (v) Keep uniform clean ☐ (vi) Increase aerobic exercise ☐ (vii) Boil water

F. Noise hazards

- ☐ (i) Avoid smoking ☐ (ii) Never use engine exhaust for heat ☐ (iii) Eat all meals to replace salt
☐ (iv) Use protective devices ☐ (v) Keep uniform clean ☐ (vi) Increase aerobic exercise ☐ (vii) Boil water

G. Altitude sickness

- ☐ (i) Avoid smoking ☐ (ii) Never use engine exhaust for heat ☐ (iii) Eat all meals to replace salt
☐ (iv) Use protective devices ☐ (v) Keep uniform clean ☐ (vi) Increase aerobic exercise ☐ (vii) Boil water

Correct answer: A (iii), B (i), C (v), D (vii), E (ii), F (iv), G (vi)

Reference: STP 21-1-SMCT, Ch. 3.2 First Aid: Practice Individual Preventive Medicine Countermeasures (081-831-1053).

50. You are preparing a squad defensive position. What weapon should you use in the dead space not covered by the machine gun?

- ☐ A. Grenadiers
☐ B. Riflemen
☐ C. Claymore mines
☐ D. Automatic riflemen

Correct answer: D

Reference: STP 21-24-SMCT, Ch. 3.21 Defense Measures: Conduct a Defense by a Squad (071-430-0002).

51. You are the squad leader. Where should you be positioned when possible?

- ☐ A. Slightly behind the squad
☐ B. In front of the squad
☐ C. To the left of the squad
☐ D. In the alternate position

Correct answer: A

Reference: STP 21-24-SMCT, Ch. 3.21 Defense Measures: Conduct a Defense by a Squad (071-430-0002).

52. You are in MOPP4 with load-bearing equipment (LBE). Your MOPP gear is CB contaminated. Your buddy is in MOPP4 with LBE and is available to assist you with MOPP gear exchange. You have completed decontaminating your individual gear without assistance. What should be done next?

- ☐ A. Roll your hood
- ☐ B. Decontaminate your hood and mask
- ☐ C. Decontaminate your buddy's hood
- ☐ D. Remove your jacket

Correct answer: B

Reference: STP 21-24-SMCT, Ch. 3.3 Nuclear, Biological, and Chemical (NBC): Protect Yourself from Nuclear, Biological, and Chemical Injury/Contamination When Changing Mission-Oriented Protective Posture Gear (031-503-1023).

53. You are in an environment where nuclear weapons have been used. The contamination has been located and identified in an area. What is the minimum dose rate requiring an NBC marker?

- ☐ A. 0.5 centigrays per hour (cGy/hr)
- ☐ B. 1.0 centigray per hour (cGy/hr)
- ☐ C. 1.5 centigrays per hour (cGy/hr)
- ☐ D. 2.0 centigrays per hour (cGy/hr)

Correct answer: B

Reference: STP 21-24-SMCT, Ch. 3.3 Nuclear, Biological, and Chemical (NBC): Supervise the Employment of Nuclear, Biological, and Chemical Markers (031-503-1010).

54. A Soldier is assigned to be a duty driver. After operating in the field all day, he brings the vehicle back to the motor park. It is well after dark, it is a cold night, and all supervisory personnel have gone home. He is tempted to leave the vehicle for the night and return to it in the morning. However, he washes the vehicle, refuels it, and completes PMCS, finishing well after midnight. This Soldier is demonstrating which Army Value?

- ☐ A. Loyalty
- ☐ B. Duty
- ☐ C. Integrity
- ☐ D. Selfless Service

Correct answer: B

Reference: FM 22-100, *Army Leadership: Be, Know, Do*, Ch. 2 The Leader and Leadership

55. Which of the following situations is the best match for demonstrating the Army Value of Respect?

- ☐ A. A Soldier takes pride in her uniform, always keeps it clean and presentable, wears it properly, and frequently attends public events in uniform
- ☐ B. A Soldier stops using tobacco
- ☐ C. A Soldier refuses to obey a questionable or illegal order by a superior
- ☐ D. A Soldier works as a member of a team, assuming and completing their part of the team's workload

Correct answer: B

Reference: FM 22-100, *Army Leadership: Be, Know, Do*, Ch. 2 The Leader and Leadership

56. Review each action and then select which Army Value it demonstrates from the pull-down menu:

- A. Put obligations in the correct order: the constitution, the Army, the unit, self
☐ (i) Loyalty ☐ (ii) Duty ☐ (iii) Respect ☐ (iv) Selfless service ☐ (v) Honor ☐ (vi) Integrity ☐ (vii) Personal courage
- B. Be discreet and tactful when correcting or questioning others
☐ (i) Loyalty ☐ (ii) Duty ☐ (iii) Respect ☐ (iv) Selfless service ☐ (v) Honor ☐ (vi) Integrity ☐ (vii) Personal courage
- C. Develop and maintain a keen sense of ethical conduct
☐ (i) Loyalty ☐ (ii) Duty ☐ (iii) Respect ☐ (iv) Selfless service ☐ (v) Honor ☐ (vi) Integrity ☐ (vii) Personal courage
- D. Report success and failures with equal candor
☐ (i) Loyalty ☐ (ii) Duty ☐ (iii) Respect ☐ (iv) Selfless service ☐ (v) Honor ☐ (vi) Integrity ☐ (vii) Personal courage
- E. Fulfill legal, civic and moral obligations
☐ (i) Loyalty ☐ (ii) Duty ☐ (iii) Respect ☐ (iv) Selfless service ☐ (v) Honor ☐ (vi) Integrity ☐ (vii) Personal courage
- F. Accept personal responsibility for your own performance
☐ (i) Loyalty ☐ (ii) Duty ☐ (iii) Respect ☐ (iv) Selfless service ☐ (v) Honor ☐ (vi) Integrity ☐ (vii) Personal courage
- G. Be truthful and show consistency between your words and deeds
☐ (i) Loyalty ☐ (ii) Duty ☐ (iii) Respect ☐ (iv) Selfless service ☐ (v) Honor ☐ (vi) Integrity ☐ (vii) Personal courage

Correct answer: A (i), B (iii), C (v), D (vii), E (ii), F (iv), G (vi)

Reference: FM 22-100, *Army Leadership: Be, Know, Do*, Ch. 2 The Leader and Leadership

57. You are outside in uniform and pass a uniformed officer from the Chinese Air Force (Peoples Liberation Army Air Force [PLAAF]). Is a salute required, optional, or incorrect?

- ☐ A. Required
- ☐ B. Optional
- ☐ C. Incorrect

Correct answer: A

Reference: Army Regulation 600-25, Ch. 1 General

58. You pass by the post flag pole on which the Colors are flying. Is a salute required, optional, or incorrect?

- ☐ A. Required
- ☐ B. Optional
- ☐ C. Incorrect

Correct answer: A

Reference: *The Soldier's Guide* (FM 7-21.13 Ch. 4) and *IET Soldier's Handbook* (TRADOC Pamphlet 600-4, Section 1).

59. You meet your company commander on Sunday morning coming out of the company headquarters' building. Your company commander is in civilian clothes; you are in uniform. Is a salute required, optional, or incorrect?

- ☐ A. Required
☐ B. Optional
☐ C. Incorrect

Correct answer: D

Reference: Army Regulation 600-25, Ch. 1 General

60. You are attending an international outdoor ceremony and the Scandinavian national anthem is being played. Is a salute required, optional, or incorrect?

- ☐ A. Required
☐ B. Optional
☐ C. Incorrect

Correct answer: A

Reference: Army Regulation 600-25, Ch. 1 General

61. You are at battalion headquarters to report to the Sergeant Major. In the hallway leading to the Sergeant Major's office, you pass in front of a display of the National colors. Is a salute required, optional, or incorrect?

- ☐ A. Required
☐ B. Optional
☐ C. Incorrect

Correct answer: C

Reference: *The Soldier's Guide* (FM 7-21.13 Ch. 4) and *IET Soldier's Handbook* (TRADOC Pamphlet 600-4, Section 1).

62. This item tests your knowledge of some of the bugle calls commonly used to announce events at most Army installations. Indicate whether each call from the list requires that military personnel render a salute or presentation of arms. Assume that you are outdoors and in uniform when the call sounds.

- | | | |
|--------------------|--|---|
| A. First Call | <input type="checkbox"/> (i) Salute required | <input type="checkbox"/> (ii) Salute not required |
| B. Reveille | <input type="checkbox"/> (i) Salute required | <input type="checkbox"/> (ii) Salute not required |
| C. Assembly | <input type="checkbox"/> (i) Salute required | <input type="checkbox"/> (ii) Salute not required |
| D. Adjutant's Call | <input type="checkbox"/> (i) Salute required | <input type="checkbox"/> (ii) Salute not required |
| E. Retreat | <input type="checkbox"/> (i) Salute required | <input type="checkbox"/> (ii) Salute not required |
| F. To the Color | <input type="checkbox"/> (i) Salute required | <input type="checkbox"/> (ii) Salute not required |
| G. Tattoo | <input type="checkbox"/> (i) Salute required | <input type="checkbox"/> (ii) Salute not required |
| H. Taps | <input type="checkbox"/> (i) Salute required | <input type="checkbox"/> (ii) Salute not required |

Correct answer: Salute required for B and F

Reference: *The Soldier's Guide* (FM 7-21.13 Ch. 4) and *IET Soldier's Handbook* (TRADOC Pamphlet 600-4, Section 1).

63. In which of the following circumstances are you NOT required to salute?

- ☐ A. When rendering reports
- ☐ B. When meeting an officer of a friendly foreign country
- ☐ C. While wearing civilian clothes
- ☐ D. When turning over control of formations

Correct answer: C

Reference: Army Regulation 600-25, Ch. 1 General

NOTE: The following items use audio files, which could not be converted for use in this report. Please use the CD to hear the options.

64. When an NCO of superior rank enters the room, the first Soldier to recognize the NCO should call which of the following commands?

Correct answer: C

References: *The Soldier's Guide* (FM 7-21.13 Ch. 4).

IET Soldier's Handbook (TRADOC Pamphlet 600-4, Section 1).

www.army.mil/armyband/listen/spirit.htm.

65. This item tests your knowledge of some of the bugle calls commonly used to announce events at most Army installations. Click on the arrow button to play the sound file. Then select the name of the bugle call from the list.

- ☐ A. Reveille ☐ B. Assembly ☐ C. Adjutant's Call ☐ D. Retreat ☐ E. To the Color
- ☐ F. Tattoo ☐ G. Taps ☐ H. First Call

Correct answer: H. The name of this bugle call is First Call.

References: *The Soldier's Guide* (FM 7-21.13 Ch. 4).

IET Soldier's Handbook (TRADOC Pamphlet 600-4, Section 1).

www.army.mil/armyband/listen/spirit.htm.

66. This item tests your knowledge of some of the bugle calls commonly used to announce events at most Army installations. Click on the arrow button to play the sound file. Then select the name of the bugle call from the list.

- ☐ A. Reveille ☐ B. Assembly ☐ C. Adjutant's Call ☐ D. Retreat ☐ E. To the Color
- ☐ F. Tattoo ☐ G. Taps ☐ H. First Call

Correct answer: B. This bugle call is Assembly.

References: *The Soldier's Guide* (FM 7-21.13 Ch. 4).

IET Soldier's Handbook (TRADOC Pamphlet 600-4, Section 1).

www.army.mil/armyband/listen/spirit.htm.

67. This item tests your knowledge of some of the bugle calls commonly used to announce events at most Army installations. Click on the arrow button to play the sound file. Then select the name of the bugle call from the list.

- ☐ A. Reveille ☐ B. Assembly ☐ C. Adjutant's Call ☐ D. Retreat ☐ E. To the Color
☐ F. Tattoo ☐ G. Taps ☐ H. First Call

Correct answer: A. This bugle call is Reveille.

References: *The Soldier's Guide* (FM 7-21.13 Ch. 4).

IET Soldier's Handbook (TRADOC Pamphlet 600-4, Section 1).

www.army.mil/armyband/listen/spirit.htm.

68. For each of the following, identify who is responsible for the task:

- A. Commands, establishes policy and manages Army resources
☐ (i) Commissioned Officers ☐ (ii) Warrant Officers ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers
- B. Trains Soldiers and conducts the daily business of the Army
☐ (i) The Commissioned Officer ☐ (ii) The Warrant Officer ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers
- C. Integrate collective, leader and Soldier training to accomplish missions
☐ (i) Commissioned Officers ☐ (ii) Warrant Officers ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers
- D. Focuses on individual Soldier training
☐ (i) Commissioned Officers ☐ (ii) Warrant Officers ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers
- E. Deals primarily with units and unit operations
☐ (i) Commissioned Officers ☐ (ii) Warrant Officers ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers
- F. Deals primary with individuals Soldier training and team leading
☐ (i) Commissioned Officers ☐ (ii) Warrant Officers ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers
- G. Concentrates on unit effectiveness and readiness
☐ (i) Commissioned Officers ☐ (ii) Warrant Officers ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers
- H. Ensures that subordinate teams, NCOs and Soldiers are prepared to function as effective unit and team members
☐ (i) Commissioned Officers ☐ (ii) Warrant Officers ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers
- I. Executes policy and manages the Army's systems
☐ (i) Commissioned Officers ☐ (ii) Warrant Officers ☐ (iii) Noncommissioned Officers
☐ (iv) Warrant and Commissioned Officers ☐ (v) NCOs and Commissioned Officers

Correct answers: A (i), B (iii), C (i), D (iii), E (i), F (iii), G (iv), H (iii), I (ii).

Reference: FM 22-100, *Army Leadership: Be, Know, Do*, Appendix A Roles and Relationships

69. Who may command Army units and installations?

- ☐ A. Commissioned Officers only
- ☐ B. Warrant Officers only
- ☐ C. Noncommissioned Officers and Commissioned Officers
- ☐ D. Commissioned Officers and Warrant Officers

Correct answer: D

Reference: FM 22-100, *Army Leadership: Be, Know, Do*, Appendix A Roles and Relationships

70. Who has general military authority?

- ☐ A. Commissioned and Warrant Officers only
- ☐ B. Commissioned, Warrant and Noncommissioned Officers
- ☐ C. Commissioned Officers and all enlisted leaders
- ☐ D. Commissioned, Warrant, Noncommissioned Officers and all enlisted leaders

Correct answer: D

Reference: FM 22-100, *Army Leadership: Be, Know, Do*, Appendix A Roles and Relationships

71. Who serves as the connection between the chain of command and the NCO support channel?

- ☐ A. The first sergeant
- ☐ B. The command sergeant major
- ☐ C. The senior NCO
- ☐ D. The section chief

Correct answer: C

Reference: FM 22-100, *Army Leadership: Be, Know, Do*, Appendix A Roles and Relationships

72. You are the acting squad leader of your section. The time is 1600. You are at the company headquarters. Your squad is at a bivouac site in the woods. The platoon leader alerts you that your squad will need to conduct familiarization firing with the squad automatic weapon (SAW) on Knapp Range tomorrow morning at 0800. Knapp Range is approximately 8 kilometers from the bivouac site. The platoon leader is unsure whether or not transportation will be available to take your unit to the range. He says you'll find out by 2130 and that you'll have to coordinate this and other details with the platoon sergeant. What action should you take next?

- ☐ A. Issue a warning order (WARNORD) to your squad including what information you do know.
- ☐ B. Conduct a reconnaissance to Knapp Range.
- ☐ C. Take no action until the platoon leader tells you whether you'll have transportation to the range tomorrow.
- ☐ D. Start gathering information on movement options, logistics, and times to begin a tentative plan on how you will get your squad to Knapp Range.

Correct answer: A

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C.

73. List some information you would include in the WARNORD.

Correct answer: Step 2 of Troop Leading Procedures is issuing the WARNORD. The mission, participants, time of the operation, and time and place for issuance of the OPORD must be included. For this exercise, the WARNORD would contain this basic information:

Mission - SAW familiarization training at Knapp Range

Participants - Squad

Time - Tomorrow at 0800

Time and Place for Issuance of OPORD - Tonight at 1730 at the bivouac site.

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C.

74. What time should you issue the OPORD to your unit?

- ☐ A. 1730 tonight
- ☐ B. 2200 tonight after you find out for sure about whether or not you'll have transportation
- ☐ C. 2300 tonight
- ☐ D. 0500 tomorrow morning

Correct answer: A

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C.

75. Here is your WARNORD:

Mission - SAW familiarization training at Knapp Range

Participants - Squad

Time - Tomorrow at 0800

Time and Place for Issuance of OPORD - Tonight at 1730 at the bivouac site.

As you radioed the WARNORD to your squad, a fire team leader mentions that the squad is running low on Class I, water and food. You return to headquarters to coordinate tomorrow's exercise with the platoon sergeant. List some of the logistical issues you need to coordinate.

Correct answer: Now that you have issued the WARNORD, you are coordinating with the platoon sergeant to gather enough information to make a tentative plan (step 3 of troop leading procedures). Here are some issues you should have discussed with him:

1. Weapons - How many?
2. Ammunition - How many rounds per Soldier?
3. Transportation - When we'll know whether or not transportation will be available.
4. Food - How to get additional food to support tomorrow's training exercise.
5. Water - How to get additional water to support tomorrow's road march in case transportation is not available.

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C.

76. Your coordination with the platoon sergeant resulted in a tentative plan for the mission (step 3 of troop leading procedures). There will be three SAWS available for pickup at 1700 today. The ammunition will already be at the range tomorrow morning when you arrive. You can get additional food and water at chow at 1800. You won't know for sure about transportation until 2130 tonight. How should you task your fire team leaders to perform Step 4 of troop leading procedures, Start the Necessary Movement?

- ☐ A. Task one to get weapons and the other to check on the transportation.
- ☐ B. Take one with you to get the food and water and send the other to the arms room to pick up the weapons.
- ☐ C. Order them to supervise the troops while you go coordinate the weapons, chow, and water pickup.
- ☐ D. Task one to coordinate the weapons pickup and the food and water pickup and have the other begin readying the troops for the mission.

Correct answer: D

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C.

77. You are on Step 5, Reconnoiter, and trying to determine how long it will take you if you and your troops have to walk to Knapp Range tomorrow and what time you should leave to make the 0800 training time. Knapp Range is eight kilometers away from your bivouac site. The map shows that your troops will travel on a fairly flat unpaved road. You have decided to perform a tactical road march to give your troops instead of an administrative road march. If you find out at 2130 tonight that you don't have transportation tomorrow, when should you and your unit start movement to Knapp Range?

- ☐ A. Tonight
- ☐ B. 0300 tomorrow
- ☐ C. 0500 tomorrow
- ☐ D. When the platoon sergeant tells you to

Correct Answer: C

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C.

78. You have finished the plan and are on Step 7, issuing the order. You have issued a verbal order and have also produced a sketch. What are some ways that you can check Soldiers for their understanding of the OPORD? (Select all that apply.)

- ☐ A. Repeat all or part of the order
- ☐ B. Write the order word for word as you dictate
- ☐ C. Have the Soldiers draw their own sketches based on yours
- ☐ D. Have the Soldiers demonstrate their understanding of the operation using your sketch

Correct Answers: A and D

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C.

79. As a squad leader, when is Supervision, step 8 of troop leading procedures, complete?

- ☐ A. Never

- ☐ B. After the issuance of the WARNORD
- ☐ C. After the final order is issued
- ☐ D. After assigning the fire team leader their tasks
- ☐ E. After inspection

Correct Answer: A

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C.

80. The first step of the risk management process is to identify hazards. During which steps of the military decision making process are hazards identified?

- ☐ A. Mission receipt, mission analysis, COA development and COA analysis
- ☐ B. Mission analysis only
- ☐ C. Mission analysis, COA development and COA analysis
- ☐ D. Mission analysis and execution and assessment only

Correct Answer: A

Reference: FM 100-14, *Risk Management*, Ch. 2 Risk Management Process

81. Weather and terrain are always accident risks.

- ☐ A. True
- ☐ B. False

Correct Answer: B

Reference: FM 100-14, *Risk Management*, Ch. 2 Risk Management Process

82. You are in a combat situation. You find that one of your implied tasks to attack an objective involves crossing a normally shallow riverbed. You discover, however, that three days of intense rain have raised the water level to above flood stage, with currents far in excess of your ability to safely ford with armored vehicles. What is the probability of risk in this situation?

- ☐ A. Frequent
- ☐ B. Likely
- ☐ C. Occasional
- ☐ D. Seldom
- ☐ E. Unlikely

Correct Answer: B

Reference: FM 100-14, *Risk Management*, Ch. 2 Risk Management Process

83. You are in a combat situation. You find that one of your implied tasks, to attack an objective, involves crossing a normally shallow riverbed. However, three days of intense rain have raised the water level to above flood stage, with currents far in excess of your ability to safely ford with armored vehicles. What is the severity of risk in this situation?

- ☐ A. Catastrophic
- ☐ B. Critical
- ☐ C. Marginal

☐ D. Negligible

Correct Answer: A

Reference: FM 100-14, *Risk Management*, Ch. 2 Risk Management Process

84. You are in a combat situation. You find that one of your implied tasks, to attack an objective, involves crossing a normally shallow riverbed. However, three days of intense rain have raised the water level to above flood stage, with currents far in excess of your ability to safely ford with armored vehicles. Based on the severity and probability of the risk in this situation, assess the risk in this situation.

☐ A. Extremely high

☐ B. High

☐ C. Moderate

☐ D. Low

Correct Answer: A

Reference: FM 100-14, *Risk Management*, Ch. 2 Risk Management Process

85. What are the three steps of preparatory marksmanship training?

Correct Answer: 1. Sighting and aiming.
 2. Position.
 3. Trigger manipulation.

Reference: <http://www.atsc.army.mil/itsd/comcor/in0010s.htm>

86. The NCO corps are responsible for the individual training of:

☐ A. Soldiers, crews, and small teams

☐ B. Soldiers only

☐ C. All Soldiers in own unit

☐ D. Soldiers and crews only

Correct Answer: A

Reference: FM 7-22.7, *The Army Noncommissioned Officers Guide*, Ch. 2, Duties, Responsibility and Authority of the NCO.

APPENDIX C: STORY PROBLEMS

Training

General Situation: You are Corporal Smyth. You have just completed PLDC training and have been converted from Specialist to Corporal. You have just returned to your unit and are being debriefed by your First Sergeant. He congratulates you and then says: "Corporal, we are getting ready for the change of command ceremony in two weeks. I'm concerned that some of the Soldiers are really rusty on their drill and marching. I want you to work with the maintenance section during next week's Sergeant's Time Training and make sure they'll look good for the ceremony. If you have any questions, don't hesitate to come in and see me."

1a. Situation Continued: Your first stop after you leave the First Sergeant is the Training Room Library. There are a number of publications and documents available there. Which of the following are absolutely essential that you take with you to prepare for your training? (You may select more than one.)

- A. A copy of your unit's current Mission Essential Task List (METL)
- B. FM 7-0, Training the Force
- C. FM 3-21.5, Drill and Ceremonies
- D. FM 100-14, Risk Management
- E. AR 350-41, Training In Units
- F. FM 7-1, Battle Focused Training

Answer: C

Reference: FM 7-22.7 *The Army NCO Guide*, Appendix A [para A-16])

1b. Situation Continued: The next STT is a week away and is scheduled to run from 0700 to 1200. You meet with the maintenance section and give them the time and location of the training. There are five mechanics in the maintenance section. Two of the mechanics tell you that they are supporting a quarterly scheduled maintenance requirement on a major end-item of equipment all next week. What action should you take?

- A. Excuse the Soldiers from the STT.
- B. Tell the Soldiers you expect them to be at the STT.
- C. Excuse one of the Soldiers but make the other attend the STT.
- D. Work out a schedule so that they can attend a part of the STT.
- E. Schedule a make-up day for the two Soldiers.

Answer: B

Reference: FM 7-22.7 *The Army NCO Guide*, Appendix A [para A-9])

1c. Situation Continued: You are continuing preparation for your STT session. You have met with the five members of the maintenance section and given them their instructions. You have reserved access to the Post Parade Field and you have picked out 25 movements and positions that you consider necessary to the upcoming ceremony. Given the content and subject matter you will be training, which of the following other activities are essential to your preparation? You may select more than one.

- A. Conduct a walk thru rehearsal of the 25 movements.
- B. Arrange for one or more assistant instructors.
- C. Arrange for an inclement weather training site.
- D. Arrange for audio-visual support.
- E. Make plans for concurrent training events.
- F. Make a list of the 25 movements by the 5 Soldier's names.
- G. Prepare a written pre-test to administer to Soldiers.
- H. Prepare a Soldier study assignment.
- I. Prepare an outline Lesson Plan of the activities you will be conducting.

Answers: A, C, F, I

Reference: FM 7-22.7 *The NCO Guide*, Chapter 4 [para 4-22, 4-23], Appendix A [para A15, A16])

1d. Situation Continued: It is the day of the Drill and Ceremonies STT. The training goes very well and after 3 hours of the training, all 5 Soldiers are performing the 25 movements to standard. What should you do with the remaining 2 hours of STT?

- A. Dismiss the Soldiers and have them return to their duty station.
- B. Continue to practice the selected drills and movements
- C. Move onto some additional drills and movements beyond the 25 you originally selected.
- D. Conduct an impromptu class on some tasks out of the Soldier's Manual of Common Tasks (SMCT).
- E. Give the Soldiers a training break for the last 2 hours and tell them about your PLDC experiences.

Answer: A

Reference: FM 7-22.7 *The NCO Guide*, Appendix A [para A-10, A-18])

1e. Situation Continued: You have completed the STT. All the Soldiers can now successfully perform the required Drill and Ceremonies movements. What are you required to do next? You may choose more than one answer.

- A. Write up an After Action Review report.
- B. Schedule follow-up sustainment training
- C. Give the First Sergeant a training assessment report.
- D. Assign "T," "P," and "U" grades for each Soldier and post them.
- E. Prepare individual follow-up instructions for each Soldier.

Answer: C

Reference: FM 7-22.7 *The NCO Guide*, Appendix A [para A-14])

Leadership

2a. General Situation: You are still Corporal Smyth, the newly converted Corporal. You have just successfully completed your first assignment as a Corporal – the conduct of Sergeant's Training Time. You are headed back to your unit. On the way, you run into PFC Brown, a Soldier in your unit. In fact, you and he went through AIT together. He says: "Hey Bubba, how ya' been?" "Bubba" is your old AIT nickname. What should you do?

- A. Let Brown know, friendly but firmly, that from now on you are "Corporal Smyth," even to him.
- B. Ask Brown to call you "Corporal" when the two of you are in public.
- C. Let it go, but just this first time.
- D. Don't make an issue out of it.

Answer: A

Reference: FM 7-22.7, *The NCO Guide*, Chapter 2, [para 3-33, 3-36])

2b. Situation Continued: After you leave Brown, you are thinking about how you and he have turned out differently and about all the new things you have learned at PLDC. There is a lot to remember. One of the new things that you have had problems with is remembering the "three Ts" from the abbreviation "METT-TC" as part of Step 3 in Troop Leading Procedures. You do a mental review as you continue on. Match the "Ts" with their correct terms. (More than one answer required.)

- A. Training
- B. Terrain
- C. Troops available
- D. Technique
- E. Technical proficiency
- F. Time available
- G. Tactics
- H. Testing
- I. Tasks required

Answers: B, C, and F

Reference: FM 7-22.7, *The NCO Guide*, Chapter 3 [para 3-22])

2c. Situation Continued: You arrive back at your quarters. As you prepare to go upstairs to your room in the billets, you notice trash dumped under the stairwell. You remember your training and realize you have just made an on-the-spot inspection – your first as a Corporal. What are the steps required in an on-the-spot inspection? (You may choose more than one answer.)

- A. Authority
- B. Responsibility
- C. Duty
- D. Preparation
- E. Conduct
- F. Follow-up

Answers: D, E, and F

Reference: FM 7-22.7 *The NCO Guide*, Chapter 2 [para 2-38])

2d. Situation Continued: You are now off duty. You change into your civilian clothes and decide to go to the post club to get a sandwich and watch the basketball game on TV. Outside the club you encounter a private in uniform but with his shirt unbuttoned and his boots unbloused. What should you do?

- A. You are off duty; ignore it.
- B. Identify yourself as Corporal Smyth and correct the Soldier's appearance.
- C. Call the MPs.
- D. Look for an NCO in uniform and ask them to intervene.

Answer: B

Reference: FM 7-22.7, *The NCO Guide*, Chapter 2, [para 2-26])

APPENDIX D: SITUATIONAL PROBLEMS

You are Marion Washington, a recently promoted Sergeant (E5). You have just been reassigned to a new unit. The unit is short of NCOs and you will be the squad leader at your new duty station. You reported to your direct supervisor, Sergeant First Class Rodriguez (the NCO in charge of the platoon), two days ago. He briefed you on the chain of command and other matters relevant to your new assignment. He told you that the platoon is preparing for deployment in two months. You will be working closely with the other two squad leaders: Staff Sergeant Jones and Sergeant Lee. Training on mission essential tasks for the deployment has the highest priority. He sent you to meet your squad. Your squad has eight Soldiers. The senior E4 in the squad, Specialist Blue, is a Team Leader and will be your Assistant Squad Leader.

The following paragraphs describe situations you encounter in your new job. Indicate what you think that you should do in each one.

- 1.a. SFC Rodriguez gave you his written notes from a field exercise that your new squad recently participated in. His notes indicate that your squad performed very poorly on the land navigation component of the field training. Land navigation is also on the list of mission essential tasks. What should you do?
- A. Shut my door and work on a plan of action for navigation skills training for the squad.
 - B. Dig around to find out exactly who has poor navigation skills. Post a list of names of Soldiers who must improve their land navigation skills.
 - C. Announce a "get tough" land navigation policy describing what will happen if the squad ever fails a land navigation course again.
 - D. Meet with SPC Blue to learn more about what went wrong during the field training exercise and ask Blue for input on a plan of action for land navigation training.

1.a. Feedback:

Response:	Discussion:	FM 22-100 Reference:
A. Shut my door and work on a plan of action for navigation skills training for the squad.	Developing a plan of action for land navigation is a good first step, but you should probably gather some information first and involve senior subordinates.	Problem-Solving, paragraphs 5-17 through 5-22 and Transformational Leadership paragraph 3-77
B. Dig around to find out exactly who has poor navigation skills. Post a list of names of Soldiers who must improve their land navigation skills.	Avoid humiliating subordinates; avoid public reprimand.	Motivation, paragraph 5-37 and Transactional Leadership paragraph 3-79
C. Announce a "get tough" land navigation policy describing what will happen if the squad ever fails a land navigation course again.	Avoid threatening punishment. Punish those who are able but <i>unwilling</i> to perform a task. Retrain a person who is <i>unable</i> to complete a task.	Motivation, paragraph 5-37 and Transactional Leadership paragraph 3-79
*D. Meet with Blue to learn more about what went wrong during the field training exercise and ask Blue for input on a plan of action for land navigation training.	Involving Blue in the development of the plan of action will help ensure that you've diagnosed the problem correctly and will help you build a working relationship with Blue.	Problem-Solving, paragraphs 5-17 through 5-22 and Transformational Leadership paragraph 3-77

- 1.b. The squad's problem with land navigation is like any problem you are faced with and must be approached systematically. List the major steps in problem solving.

- 1.b. Feedback:

(1) Identify the problem, (2) Identify facts and assumptions, (3) Generate alternatives, (4) Analyze the alternatives, (5) Compare the alternatives, (6) Make and execute your decision, and (7) Assess the results. See FM22-100 paragraphs 5-17 through 5-23.

- 1.c. You met with SPC Blue and determined that many individuals in the squad are deficient in a wide variety of land navigation skills and need training at the most basic skill level. Describe a course of action (COA) that you could put in place for land navigation training.

- 1.c. Feedback:

Some possible courses of action include: (1) train the land navigation tasks in the Soldier's Manual of Common Tasks (SMCT) SL 1, (2) plan a series of navigation training exercises for the squad, starting with a simple exercise and moving to more difficult ones, and (3) assign land navigation buddies, pairing stronger navigators with weaker ones. This list is by no means exhaustive. You may have thought of many others that would prove useful.

2.a. During your first meeting with the entire squad, you introduce yourself and ask the squad members to introduce themselves to you. During the introductions, PFC Marcos calls you by your first name and uses a tone that sounds disrespectful. What should you do?

- A. Ask PFC Marcos whether he knows how to address an NCO. Then say, "We will show respect for each other. I will show respect for all of you and expect you to show respect for me." Then let it go.
- B. Let it go. It will take time to build respect.
- C. Call PFC Marcos by his first name and tell him that if he treats you disrespectfully, you will treat him disrespectfully too.
- D. Ask PFC Marcos to stay for counseling after the meeting. Then, privately counsel Marcos on Army Values.

2.a. Feedback:

Response:

Discussion:

Reference:

- | | | |
|--|--|--|
| A. Ask PFC Marcos whether he knows how to address an NCO. Then say, "We will show respect for each other. I will show respect for all of you and expect you to show respect for me." Then let it go. | As an Army leader, you must foster a climate in which everyone is treated with dignity and respect. That respect begins with you. You must lead from the front to set a proper climate for your new squad. | FM 22-100 Army Values, Respect, 2-17; Climate 3-54 |
| B. Let it go. It will take time to build respect. | You are correct that it will take time to establish a climate of respect. But, discipline in the little things leads to discipline in the big things. Lack of discipline should not be ignored. | FM 22-100 Loyalty 2-10; FM 7-22.7 Discipline 3-36. |
| C. Call PFC Marcos by his first name and tell him that if he treats you disrespectfully, you will treat him disrespectfully too. | Although this makes the point that respect is mutual, you are letting PFC Marcos dictate the situation. Acting like Marcos puts you at his level. | FM 22-100 Army Values, Respect, 2-17; Climate 3-54 |
| D. Ask PFC Marcos to stay for counseling after the meeting. Then, privately counsel Marcos on Army Values. | Private counseling might work. However, Marcos has challenged you in front of the group. Tactful on-the-spot correction is usually a better alternative. Making the tie-in with Army Values is good and could serve to reinforce your actions. | FM 7-22.7 On-the-spot corrections 2-35. |

- 2.b. Let's say you decided to counsel PFC Marcos on Army Values. Which Army Value is most relevant to the situation in 2.a?

- 2.b. Feedback:

This situation is most relevant to Respect, *Treat people as they should be treated*. But, other values such as Loyalty, Duty, Honor, and Integrity play a role too. See FM 22-100 Chapter 2, Section 1.

- 2.c. Suppose you decide not to make an issue of PFC Marcos' behavior at this first meeting. What would be some concerns if PFC Marcos behaved disrespectfully to you again?

- 2.c. Feedback:

The situation now has become more difficult. If you let the disrespectful behavior go the first time, you inadvertently communicate a standard to PFC Marcos—a standard that says that you don't care about his disrespectful behavior or that you are not confident enough to correct Marcos. You are in a weaker position to reprimand Marcos later. Doing so could make you appear inconsistent. When incorrect behavior in subordinates is observed or experienced, the sooner the correction is made, the better. Marcos must behave respectfully toward you. See FM 22-100, 5-31 and 5-37.

3. Later, you are conducting your first in-ranks inspection with the squad. You notice that one of your Soldiers has piercings on his face. The Soldier is not wearing jewelry. What should you do?
- A. Ask the Soldier when and where he got the piercings.
 - B. Look the Soldier directly in the eye. Tell the Soldier that piercings are not regulation and that he must let them grow back.
 - C. Tell the Soldier to report to you after the inspection for counseling. Then counsel the Soldier about the piercings.
 - D. Decide to let it pass until you see the Soldier wearing jewelry.

3. Feedback

Response:

Discussion:

Reference:

- | | | |
|--|--|---|
| A. Ask the Soldier when and where he got the piercings. | This answer avoids the problem. | FM 22-100 Decision Making 5-31 |
| B. Look the Soldier directly in the eye. Tell the Soldier that piercings are not regulation and that he must let them grow back. | You must communicate your standard clearly, without dancing around the subject. Looking a subordinate in the eye and making a necessary correction is a direct hallmark of an effective leader. | FM 22-100 Decision Making 5-31 |
| C. Tell the Soldier to report to you after the inspection for counseling. Then counsel the Soldier about the piercings. | Private counseling might work. For straightforward or small things, on-the-spot correction is usually a better alternative. However, correcting the Soldier in ranks communicates to the entire squad. | FM 7-22.7 On-the-spot corrections 2-35. |
| D. Decide to let it pass until you see the Soldier wearing jewelry. | You know you have a potential problem. Don't ignore it. Discipline in the little things leads to discipline in the big things. Lack of discipline should not be ignored. | FM 7-22.7 Discipline 3-36. |

- 4.a. Today, while you were completing in-processing at Central Processing, your squad took part in a platoon 3-mile run. Later it was reported to you that PFC Miller of your squad fell out after the first mile and started walking. The others kept on going and completed the run. List one or more problems that you need to address:

4.a. Feedback:

- 4.a. This situation presents two main problems: (1) poor motivation or physical ability on the part of PFC Miller, and (2) poor teamwork on the part of the squad members who left PFC Miller behind.

- 4.b. List one or more reasons why PFC Miller might have fallen out of the run:

4.b. Feedback:

There are at least three possible reasons for falling out of a run: (1) poor physical conditioning, (2) poor motivation, and (3) illness. You should find out why PFC Miller fell out of the run before taking action.

- 4.c. After talking to PFC Miller, you determine that PFC Miller is motivated, but simply hasn't maintained good physical conditioning. What should you do to address this situation?

- A. Hold a counseling session with PFC Miller. As part of the counseling, prepare and discuss with PFC Miller a training plan to increase endurance and stamina.
- B. Assign the best runner in the squad to be a running buddy with PFC Miller. Have the two of them implement your training plan.
- C. Have PFC Miller run with me everyday to increase endurance.
- D. Tell the squad that PFC Miller's failure is everyone's failure on this team and that I expect the squad to take responsibility for bringing the PFC Miller up to the required standard.

4.c. Feedback

Response:

Discussion:

Reference:

A. Hold a counseling session with PFC Miller. As part of the counseling, prepare and discuss with PFC Miller a training plan to increase endurance and stamina.

This is a good approach. However, in this case, you also have a problem in the lack of teamwork demonstrated by the squad leaving PFC Miller behind. Counseling PFC Miller alone does not deal with the teamwork problem.

FM 22-100 5-102 through 5-104

B. Assign the best runner in the squad to be a running buddy with PFC Miller. Have the two of them implement your training plan.

This is a better solution. Assigning buddies is a useful way to build team cohesion, and this action addresses the performance deficit.

FM 22-100 5-102 through 5-104

C. Have PFC Miller run with me everyday to increase endurance

Running with PFC Miller is a good step for dealing with the performance deficit, and by doing it yourself you would be leading from the front. So, this is a workable solution. But, other methods might be more useful for building team cohesion.

FM 22-100, 3-54, 5-102 through 5-104

D. Tell the squad that PFC Miller's failure is everyone's failure on this team and that I expect the squad to take responsibility for bringing the PFC Miller up to the required standard.

This action is an example of transformational leadership. The leader trusts the squad enough to take on the responsibility of PFC Miller's performance and tries to motivate the team to do this. While transformational leadership methods are usually desirable, this method may not be effective if your subordinates are too inexperienced or unmotivated. Since you are still new to the squad, this may not be a desirable course of action at this time.

FM 22-100, 3-78

- 5.a. When you were promoted, you had been taking college classes part-time to get your Associate degree. You need 5 more 3-hour classes to complete your degree. With the move, job change, and upcoming deployment, you can't see how you can pursue the degree you want. What should you do?
- A. Ignore it for now. I have too much to learn and do in my new job.
 - B. Check with the Army Education Center to ensure that I will be able to complete my degree after the deployment.
 - C. Arrange to take at least one of the five courses I need through correspondence or on-line.
 - D. Consult my chain of command.

5.a. Feedback:

Response:	Discussion:	Reference:
A. Ignore it for now. I have too much to learn and do in my new job.	You may be right. Taking a course right now might be unwise. But, your development is still important. At a minimum, you should make sure that you will remain in good standing with your college program.	FM 22-100, 1-27, 5-77
B. Check with the Army Education Center to ensure that I will be able to complete my degree after the deployment.	At a minimum, you should make sure that you will remain in good standing with your college program if you take a break now.	FM 22-100, 1-27, 5-77
C. Arrange to take at least one of the five courses I need through correspondence or on line.	This is a judgment call. Taking a course right now might be unwise, given the short time before deployment and the demands of your new assignment. But, your development is important. At a minimum, you should make sure that you have a definite plan to continue if you take a break now.	FM 22-100, 1-27, 5-77
D. Consult my chain of command.	Do some legwork on your own first. Find out what all your options and choices are. Then by all means talk about it with your direct supervisor and on up the chain of command. They usually have a lot of experience and you may benefit from their advice. At the very least, this helps convey to them what your goals are.	FM 22-100, 1-27, 5-77

5.b. Which Army Value(s) are most relevant to this situation?

5.b. Feedback:

Although several of the Army Values are somewhat relevant to this situation, Duty and Selfless Service are probably most relevant. Duty, *fulfill your obligations*, begins with everything required of you by law, regulation, and orders; but it includes much more than that. Bettering yourself is also part of your duty. Selfless Service, *putting the welfare of the nation, the Army, and subordinates before your own*, means that the needs of the Army come first. This does not mean that you should neglect your education; it does mean that your education might need to take the back burner while you learn your new job. See FM22-100 paragraphs 2-13 through 2-25.

6.a. One of the Soldiers in the squad tells you that SPC Barnes (who is also in your squad) is in real bad shape financially. She tells you that SPC Barnes is considering borrowing money 'on the street' at a very high interest rate. What should you do?

- A. Tell the Soldier to take SPC Barnes to the Army Community Service for budget counseling.
- B. Meet with SPC Barnes and try to help Barnes create a budget. Tell Barnes that the problem really isn't that bad. If possible, loan Barnes some money to help in the short run. Follow-up to see how Barnes is doing.
- C. Meet with SPC Barnes and let the Soldier know that you are here to help. Take SPC Barnes to Army Community Service for budget counseling. Follow-up the next day.
- D. Notify my chain of command.

Response:

- A. Tell the Soldier to take SPC Barnes to the Army Community Service for budget counseling.

Discussion:

Having another Soldier take Barnes to ACS may work, particularly if the other Soldier is supportive of Barnes. This also helps build unit cohesion. However, this might also be seen as you avoiding a situation where you need to exercise leadership. You need to have more involvement in the solution and the outcome.

Reference:

FM 22-100 3-17

- B. Meet with SPC Barnes and try to help Barnes create a budget. Tell Barnes that the problem really isn't that bad. If possible, loan Barnes some money to help in the short run. Follow-up to see how Barnes is doing.

You are handling too much of this situation on your own. Referral counseling helps subordinates work through personal situations and provides expertise that you cannot.

FM 22-100 Referral Counseling C-34; FM 7.22.7 Appendix B.

- C. Meet with SPC Barnes and let the Soldier know that you are here to help. Take SPC Barnes to Army Community Service for budget counseling. Follow-up the next day.

This is the best approach. You are right to get SPC Barnes the needed help as soon as possible. Referral counseling helps subordinates work through personal situations and provides expertise that you cannot.

FM 22-100 Referral Counseling C-34; FM 7.22.7 Appendix B.

- D. Notify my chain of command.

Notifying the chain-of-command may be necessary in some cases, and this may be one of them. But you need to know what you can do and what needs to go up to your supervisor. Generally, you should ask supervisors for decisions that fall outside your scope of authority—not those you want to avoid.

FM 22-100 5-47

- 6.b. You meet with SPC Barnes to talk about his financial problems. PFC Barnes is very despondent and during the conversation says if he were suddenly dead, his wife and child would at least have the money from his Servicemen's Group Life Insurance. He also tells you that he just cannot face the pain that he is feeling. What should you do?

6.b. Feedback:

This is a potentially serious problem that you cannot handle alone. You must note the time and context of your conversation with SPC Barnes and notify your supervisor or others up the Chain of Command immediately. In the meantime, you need to communicate with SPC Barnes, assuring him that you are listening to him and that he is not facing his problems alone. Until this issue is resolved SPC Barnes must not be left alone. (Every unit must have a Suicide Prevention and Training Program. If you are not familiar with this topic, contact someone in your unit for training in this important program.)

- 7.a. You have now been at your new assignment for two weeks, long enough to evaluate your squad. You have come to the conclusion that you have mostly good and very competent Soldiers in your squad but that your squad does not function like a team. What should you do?
- A. Talk to them one at a time and ask them what they think about the quality of the teamwork in the squad. Use that information to form a plan.
 - B. Call them in for a meeting. Tell them that if they don't start working together, everyone will have to pull extra duty.
 - C. Implement a buddy system and increase the amount of time that we spend training on team tasks.
 - D. Give it some time; it has only been two weeks.

7.a. Feedback:

Response:

Discussion:

Reference:

A. Talk to them one at a time and ask them what they think about the quality of the teamwork in the squad. Use that information to form a plan.

Good choice. Talking to the squad members will help you understand the problem.

FM 22-100 517 through 5-19 and 5-102 through 5-104

B. Call them in for a meeting. Tell them that if they don't start working together, everyone will have to pull extra duty.

Threatening punishment is a transactional leadership technique. It is not likely to be very effective in team building.

FM 22-100 3-79; 5-102 through 5-104

C. Implement a buddy system and increase the amount of time that we spend training on team tasks.

The first step to solving a problem is to identify the problem. Talk to the squad to find out what is wrong; it might be something you haven't thought of. If the problem is requires team-building, these actions might prove useful.

FM 22-100 5-17 through 5-19 and 5-102 through 5-104

D. Give it some time; it has only been two weeks.

It has been two weeks for you, but they have been together longer than that. You need to identify the problem and find a way to enhance team cohesion.

FM 22-100 517 through 5-19 and 5-102 through 5-104

- 7.b. List one or more courses of action that you could take to enhance team cohesion.

- 7.b. Feedback:

Many courses of action might enhance team cohesion. A few of them are: (1) Training together builds collective competence and trust. (2) Buddy systems work because Soldiers don't want to let their buddies down. (3) Behave competently and consistently so that the squad develops trust in me. (4) Plan team activities that build confidence in team performance. See FM22-100 Paragraphs 5-102 through 5-119.

- 7.c. When you talked to your Soldiers, you found out that one Soldier, who is of a different race than the others, feels that there is discrimination in the squad. What should you do?

- 7.c. Feedback:

Discrimination violates the Army Value, Respect. A leader's willingness to tolerate discrimination or harassment on any basis eats away at trust and erodes unit cohesion. You must have zero tolerance for discrimination in order to build a team. The first step is to find out more about the situation and problem. Ask the Soldier to tell you what others have done that is discriminatory. Next, you should communicate to the Soldier and to the squad that you will have no tolerance for discriminatory behaviors in your squad. See FM 22-100 paragraph 2-21.

8.a. You were successful in getting help for SPC Barnes in his financial situation. One morning you come into work and PFC Black, who just transferred in the same time you did, tells you he received an eviction notice this morning. He has his wife and new baby with him in the car – the landlord has had his belongings removed and has secured the apartment. He admits to being “quite a bit” behind in his rent. What should you do?

- A. Find out what PFC Black has been spending money on and counsel the Soldier on budgeting.
- B. Find out whether PFC Black knows how to balance a checkbook and understands financial obligations.
- C. Help PFC Black find new housing.
- D. Send (or take) PFC Black to Army Emergency Relief and the Housing Referral Office for help with emergency funds, housing, and budget counseling.

8.a. Feedback

Response:

Discussion:

Reference:

A. Find out what PFC Black has been spending money on and counsel the Soldier on budgeting.

PFC Black needs counseling. But, counseling and digging around for information will not solve PFC Black's immediate housing need.

FM 22-100 Appendix C; FM 7-22.7 Appendix B.

B. Find out whether PFC Black knows how to balance a checkbook and understands financial obligations.

PFC Black needs counseling and you need to understand what his basic financial skills are. But as with the first choice, counseling and digging around for information will not solve the Soldier's immediate housing need.

FM 22-100 Appendix C; FM 7-22.7 Appendix B.

C. Help PFC Black find housing.

Even if you could find housing for PFC Black on your own, this action would not take care of his longer-term financial management problems.

FM 22-100 Appendix C; FM 7-22.7 Appendix B.

D. Send (or take) PFC Black to Army Emergency Relief and the Housing Referral Office for help with emergency funds, housing, and budget counseling.

This is the best approach. There are more problems here than you can handle. The Army Emergency Relief can usually help with emergency needs for rent. PFC Black also needs professional financial counseling. These are areas best left to experts, but you need to monitor and follow-up to insure the situation doesn't resurface.

FM 22-100 Appendix C; FM 7-22.7 Appendix B.

8.b. What services does the Army Emergency Relief provide?

8.b. Feedback:

The Army Emergency Relief provides financial assistance and personal budget counseling and coordinates student loans through Army Emergency Relief education loan programs. See FM 22-100 Appendix C and FM 7-22.7 Appendix B.

9.a. The platoon is scheduled to conduct crew served weapons qualification firing next week. The Platoon Sergeant (SFC Rodriguez) was scheduled to be Range NCOIC. This morning, SFC Rodriguez was notified of a death in his family and he will be gone for two weeks. The Platoon Leader wants you to take over as Range NCOIC. You have never been a Range NCOIC before. What should you do?

- A. Tell the platoon leader that the other two squad leaders have more experience than I do and might be better prepared.
- B. Tell the platoon leader that I'm willing and ask what I should do first and what needs to be done after that.
- C. Check with the platoon leader to be sure that I understand the mission and my duties, inform the other squad leaders and my assistant squad leader, and reassign tasks as needed.
- D. Explain the situation to the other squad leaders and my assistant squad leader and ask them to help me out.

9.a. Feedback:

Response:

- A. Tell the platoon leader that the other two squad leaders have more experience than I do and might be better prepared.

Discussion:

Your platoon leader undoubtedly knows this and has selected the new Range NCOIC based on a consideration of all of the platoon's requirements. A leader's duty is to take charge, even in unfamiliar circumstances.

Reference:

FM 22-100 2-79

- B. Tell the platoon leader that I'm willing and ask what I should do first and what needs to be done after that.

Communication is critical, and you should ensure that you understand your orders. But, as an NCO, you should know *how* to get things done. You should look to your platoon leader for mission guidance but not for detailed guidance on how to do the mission.

FM 22-100 5-7; FM 7-22.7 2-17

- C. Check with the platoon leader to be sure that I understand the mission and my duties, inform the other squad leaders and my assistant squad leader, and reassign tasks as needed.

This is the ideal approach. When assuming a leadership position, determine what is expected of you. Don't assume that communication begins or ends at the next level up or the next level down.

FM 7-22.7 2-1; FM22-100 5-10

- D. Explain the situation to the other squad leaders and my assistant squad leader and ask them to help me out.

This might be an effective team-building action. And given the circumstances of your situation, this might be the best approach. But under other conditions, and when you have more experience, you will eventually need to take charge on your own.

FM 7-22.7 2-1; FM22-100 5-10

9.b. Which Army Value is most relevant to this situation?

9.b. Feedback:

While several Army Values are somewhat relevant, Duty is most relevant to this situation. See FM 22-100 paragraphs 2-13 through 2-16.

10. You have now been in the squad long enough to know most of details about your Soldier's lives. One of your smartest and most proficient Soldiers, SPC Dancer, parties excessively after hours and does not show any interest in self-improvement. What should you do?
- A. Counsel SPC Dancer, giving a pat on the back for good performance and a reprimand for excessive partying. Give Dancer a goal of earning 6 college credit hours in the next year because you think he/she can make more of him/herself.
 - B. Counsel SPC Dancer, giving a pat on the back for good performance and a reprimand for excessive partying. Ask the Soldier what he/she wants to achieve in the future.
 - C. Let it go. Wait until after the deployment to work on Dancer's professional development.
 - D. Counsel SPC Dancer about the excessive partying because it will ultimately result in some kind of problem.

10. Feedback:

Response:

Discussion:

Reference:

- | | | |
|---|--|----------------------|
| A. Counsel SPC Dancer, giving a pat on the back for good performance and a reprimand for excessive partying. Give Dancer a goal of earning 6 college credit hours in the next year because you think the he/she can make more of him/herself. | This is a directive counseling approach. The disadvantage is that the solution is yours, not SPC Dancer's. SPC Dancer is not likely to be invested in the goal if you come up with it on your own. | FM 22-100 Appendix C |
| B. Counsel SPC Dancer, giving a pat on the back for good performance and a reprimand for excessive partying. Ask Dancer what he/she wants to achieve in the future. | This is non-directive counseling approach. By getting SPC Dancer to set his/her own goals, you are encouraging personal responsibility. | FM 22-100 Appendix C |
| C. Let it go. Wait until after the deployment to work on the Dancer's professional development. | The professional development can wait until after deployment, but the excessive partying cannot. | FM 22-100 Appendix C |
| D. Counsel SPC Dancer about the excessive partying because it will ultimately result in some kind of problem. | At a minimum you should counsel SPC Dancer about the partying. Ideally, you would also get Dancer to start thinking about his or her future. | FM 22-100 Appendix C |

11.a. Your squad just finished their duty assignment early and is looking forward to going home for the day. You notice Sergeant Lee's squad (from your platoon) loading scrap metal onto four trucks. The other squad is working hard and has a ways to go. You know this is a very difficult task and the trucks have to be loaded for the next morning's turn-in. What should you do?

- A. Stay out of it. My squad needs personal time and rest. It's the other squad leader's business.
- B. Tell my subordinates that I am going to help the other squad and ask them to volunteer too so that we can get the job done faster.
- C. Order my squad to stay and help the other squad.
- D. Select half of the squad and order them to stay and help load the trucks.

11.a. Feedback:

Response:	Discussion:	Reference:
A. Stay out of it. My squad needs personal time and rest. It's the other squad leader's business.	Selfless service means pitching in to help others. The other squad will be there to help you if you pitch in on this difficult task now.	FM 22-100 2-22
B. Tell my subordinates that I am going to help the other squad and ask them to volunteer too so that we can get the job done faster.	Good choice. This is your opportunity to lead from the front, sharing hardships with others. Letting the squad members volunteer on their own is a form of transformational leadership. Your subordinates will feel better about helping the other squad if it is their own choice.	FM 22-100 3-24, 3-54, 3-77
C. Order my squad to stay and help the other squad.	Ordering your squad to stay is better than not staying or having only some people stay. It is important that you also stay and lead from the front, doing the hard work too. And, ideally your subordinates would also be motivated to help their peers without you having to give an order.	FM 22-100 3-24, 3-54, 3-77
D. Select half of the squad and order them to stay and help load the trucks.	Selecting half of the squad to stay has the potential for being perceived as unfair. Being fair is important for building loyalty.	FM 22-100 2-10

11.b. Which Army Value(s) will your squad demonstrate by staying to help the other squad?

11.b. Feedback:

While several Army Values are relevant, staying to help the other squad demonstrates Loyalty to other Soldiers and Selfless Service by giving up personal time to help others.

12. During an FTX, your Soldiers have to perform several tasks including providing guards at the Company CP. This is a 72-hour FTX with round the clock operations. You need to figure out how to accomplish all your mission tasks and make sure your Soldiers get sleep. What should you do?

- A. Consult my chain of command.
- B. Ask my subordinates for ideas.
- C. Ask for assistance from other squads.
- D. Put the tasks in sequence, set priorities, and determine a schedule.

12. Feedback:

Response:

Discussion:

Reference:

- | | | |
|---|--|-----------------------------------|
| A. Consult my chain of command. | You need to plan first. If the mission is not doable, then you should consult your leaders. Ask supervisors for decisions that fall outside your scope of authority—not those you want to avoid. | FM 22-100 5-41 through 5-45; 5-47 |
| B. Ask my subordinates for ideas. | Asking your subordinates for ideas is an acceptable step. However, instead of presenting your subordinates with a blank page, prepare a plan, then get their input on it. | FM 22-100 5-41 through 5-45 |
| C. Ask for assistance from other squads. | You need to plan first. If the mission is not doable, then you should consult your boss and perhaps your peers. | FM 22-100 5-41 through 5-45 |
| D. Put the tasks in sequence, set priorities, and determine a schedule. | Your job is to help your organization function effectively—accomplish the mission—in an environment that can be chaotic. That begins with a well thought-out plan and thorough preparation. | FM 22-100 5-41 through 5-45 |

13.a. Two of your Soldiers – SPC Dancer and PFC Black – are reassembling the squad weapons after cleaning. You notice that SPC Dancer is putting the weapon back together for PFC Black. What should you do?

- A. Let it go, but remember to ask Dancer and Black about it later.
- B. Tell PFC Black to take the weapon apart and put it back together while I watch in order to find out whether he can do the task.
- C. Ask the two why one is reassembling the weapon for the other to find out whether the problem is training or something else.
- D. Break them apart to keep these two separated. Assign new buddies.

Response:

A. Let it go, but remember to ask Dancer and Black about it later.

Discussion:

You must communicate your standard clearly and while it is still fresh in everyone's mind. If you do not do anything about it immediately, the Soldiers will assume that their behavior is acceptable to you.

Reference:

FM 22-100 Decision Making 5-31

B. Ask Black to take the weapon apart and put it back together while I watch in order to find out whether the Soldier can do the task.

This action is a direct way of finding out whether there is a training deficit. If Black can reassemble the weapon, you will need to follow-up to find out why the Dancer was reassembling the weapon. It may or may not be something significant.

FM 22-100 5-17

C. Ask the two why one is reassembling the weapon for the other to find out whether the problem is training or something else.

This action is probably the best first step—just in case there is a non-training issue. For example, Dancer might have lost a bet to Black. Different reasons for the behavior are likely to require different actions on your part.

FM 22-100 5-17

D. Break them apart to keep these two separated. Assign new buddies.

This action assumes that the buddies have a dysfunctional relationship. The best first step would be to find out what the problem really is. Does Black know how to reassemble the weapon? Is there some other reason that Dancer is reassembling the weapon?

FM 22-100 5-17

- 13.b. In talking to the Soldiers, you conclude that there is a training deficit. PFC Black has difficulty disassembling and reassembling the weapon. What should you do?

- 13.b. Feedback:

Individual training is the principal duty and responsibility of NCOs. No one in the Army has more to do with training Soldiers than NCOs. Well-trained Soldiers will likely succeed and survive on the battlefield (FM 7-22.7 paragraph 2-7). Give the Soldier step-by-step instructions. You might start by demonstrating the task (or by having another Soldier demonstrate the task) as you narrate the specific steps. People learn by doing. Have the Soldier perform each step in sequence with assistance, then alone. Follow up to ensure that the Soldier remembers the steps. Counsel other Soldiers that they must train each other. Covering up a skill deficit could have dire consequences later on the battlefield.

14. PFC Black, who has a spouse and a baby, has never been out of the country or away from his family. He appears to be anxious about the upcoming deployment. What should you do?
- A. Reassure PFC Black that everything will turn out okay and that everyone gets nervous about deployment.
 - B. Tell PFC Black about my own experiences in deployment and what I did to get by.
 - C. Get PFC Black involved in a Family Readiness program and check with Army Community Service for deployment assistance programs.
 - D. Get the whole squad involved in a Unit Family Readiness group and check with Army Community Service for deployment assistance programs.

Response:

Discussion:

Reference:

- | | | |
|--|--|---|
| A. Reassure PFC Black that everything will turn out okay and that everyone gets nervous about deployment. | Offering your emotional support is an important step. But, it is also important that you take advantage of Army programs that will provide support to your Soldiers and their families. | FM 22-100 Appendix C; FM 7-22.7 Appendix B. |
| B. Tell PFC Black about my own experiences in deployment and what I did to get by. | As a leader, offering your personal experiences (been there, done that) is important to reassure younger Soldiers. But, it is also important that you take advantage of Army programs that will provide support to your Soldiers and their families. | FM 22-100 Appendix C; FM 7-22.7 Appendix B. |
| C. Get PFC Black involved in a Family Readiness program and check with Army Community Service for deployment assistance programs. | Your duty is to take care of the Soldier. These programs will help Soldiers and their families prepare for deployment. | FM 22-100 Appendix C; FM 7-22.7 Appendix B. |
| D. Get the whole squad involved in a Unit Family Readiness group and check with Army Community Service for deployment assistance programs. | It is likely that all of the Soldiers in your squad are experiencing some anxiety about the deployment. These programs will help Soldiers and their families prepare for deployment. | FM 22-100 Appendix C; FM 7-22.7 Appendix B. |

15.a. During deployment, SFC Rodriguez gives you an order that you disagree with and think might be illegal. What should you do?

- A. Seek clarification from SFC Rodriguez on the order.
- B. Execute the boss's decision.
- C. Seek legal counsel, if there is time.
- D. Inform SFC Rodriguez that I will not follow the order.

Response:	Discussion:	Reference:
A. Seek clarification from SFC Rodriguez on the order.	Seeking clarification of the order is the first step. You may have misunderstood the boss.	FM 22-100 2-98, 1-65, 2-36, 3-23
B. Execute the boss's decision.	If you disagree with the boss on an order that affects the mission and the welfare of the team, it is your duty to make your opinions known.	FM 22-100 2-98, 1-65, 2-36, 3-23
C. Seek legal counsel, if there is time.	If you are certain that you understand the order and there is time, seeking legal counsel is a reasonable next step.	FM 22-100 2-98, 1-65, 2-36, 3-23
D. Inform SFC Rodriguez that I will not follow the order.	Before taking this step, you should clarify the order and inform the SFC that you disagree with the order.	FM 22-100 2-98, 1-65, 2-36, 3-23

15.b. Which Army Values does this situation involve?

15.b. Feedback:

This situation involves several Army Values. It involves Personal Courage, having the moral courage to stand firm on your values. It involves Integrity, doing what's right legally and morally, and it involves doing your Duty by refusing to obey an illegal order. It involves Respect, in that you should make sure that you understood your boss correctly; have enough respect for your boss to verify the order. These values together demonstrate Honor.

16. During deployment, one of your Soldiers, SPC Garnett, received a cell phone call from someone in the rear detachment and was told that another Soldier's (SPC Calhoun) spouse was killed in a car accident at home. Calhoun has two small children who are OK. Calhoun is out on a mission, but should be back soon. What should you do?
- A. Tell Garnett that I will tell Calhoun when he/she returns from the mess tent. Talk to Calhoun privately; sympathize with Calhoun.
 - B. Send Garnett to Calhoun's location to tell Calhoun, and tell the other Soldiers in the squad what has happened so they can offer their support when Calhoun returns.
 - C. Tell Garnett not to say a word about it to anyone until we receive official notification, just in case it is not true.
 - D. Notify my chain of command and the Chaplain. Verify that it is true. Inquire about making arrangements for the Soldier to return home with assistance from the Red Cross and/or Army Emergency Relief.

16. Feedback:

Response:	Discussion:	Reference:
A. Tell Garnett that I will tell Calhoun when he/she returns from the mess tent. Talk to Calhoun privately, sympathize with Calhoun.	What if Garnett's phone call was inaccurate? You should notify your chain of command first, and verify the accuracy of the statement.	FM 22-100 C-33; Figure C-3; FM 7-22.7 B-15
B. Send Garnett to Calhoun's location to tell Calhoun, and tell the other Soldiers in the squad what has happened so they can offer their support when the Calhoun returns.	What if Garnett's phone call was inaccurate? You should notify your chain of command first, and verify the accuracy of the statement. If Garnett fails to hook up with Calhoun, squad members could end up offering condolences to Calhoun who does not know what happened. A little thing like that can create hard feelings.	FM 22-100 C-33; Figure C-3; FM 7-22.7 B-15
C. Tell Garnett not to say a word about it to anyone until we receive official notification, just in case it is not true.	You should make sure that the report is true before causing alarm. But, do notify your chain of command and ask for guidance.	FM 22-100 C-33; Figure C-3; FM 7-22.7 B-15
D. Notify my chain of command and the Chaplain. Verify that it is true. Inquire about making arrangements for the Soldier to return home with assistance from the Red Cross and/or Army Emergency Relief.	Your duty is to take care of SPC Calhoun. This means not only offering your emotional support, but also taking initiative to get SPC Calhoun any resources needed. You should make good use of Army programs and the Red Cross in this situation.	FM 22-100 C-33; Figure C-3; FM 7-22.7 B-15

APPENDIX E: KNAPP RANGE EXERCISE (Troop Leading Procedures)

This appendix presents the text for the Knapp Range Exercise. The feedback tells Soldiers whether their answer is correct or incorrect, provides the correct answer, describes the rationale for the correct answer, and provides manual references so Soldiers can learn more about troop leading procedures.

1. You are the acting squad leader of your section. The time is 1600. You are at the company headquarters. Your squad is at a bivouac site in the woods. The platoon leader alerts you that your squad will need to conduct familiarization firing with the squad automatic weapon (SAW) on Knapp Range tomorrow morning at 0800. Knapp Range is approximately 8 kilometers from the bivouac site. The platoon leader is unsure whether or not transportation will be available to take your unit to the range. He says you'll find out by 2130, and that you'll have to coordinate this and other details with the platoon sergeant. What action should you take next?

- A. Conduct a reconnaissance to Knapp Range.

Incorrect! The correct answer is issue a warning order to your squad including what information you do know. There are eight steps in troop leading procedures. The second step, after you receive the mission, is to issue a warning order to your troops. You do this even though you do not have all the information needed. The warning order is intended to allow your Soldiers time to begin their preparation; you do not sacrifice time to gain more information. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

- B. Take no action until the platoon leader tells you whether you'll have transportation to the range tomorrow.

Incorrect! The correct answer is issue a warning order to your squad including what information you do know. There are eight steps in troop leading procedures. The second step, after you receive the mission, is to issue a warning order to your troops. You do this even though you do not have all the information needed. The warning order is intended to allow your Soldiers time to begin their preparation; you do not sacrifice time to gain more information. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

- C. Start gathering information on movement options, logistics, and times to begin a tentative plan on how you will get your squad to Knapp Range.

Incorrect! The correct answer is issue a warning order to your squad including what information you do know. There are eight steps in troop leading procedures. The second step, after you receive the mission, is to issue a warning order to your troops. You do this even though you do not have all the information needed. The warning order is intended to allow your Soldiers time to begin their preparation; you do not sacrifice time to gain more information. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

- D. Issue a warning order (WARNORD) to your squad including what information you do know.

Correct! There are eight steps in troop leading procedures. The second step, after you receive the mission, is to issue a warning order to your troops. You do this even though you do not have all the information needed. The warning order is intended to allow your Soldiers time to begin their preparation; you do not sacrifice time to gain more information. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

2. List some information you would include in the WARNORD. Then click on the **Submit** button and compare your answer to a recommended solution.

Step 2 of Troop Leading Procedures is issuing the WARNORD. The mission, participants, time of the operation, and time and place for issuance of the OPORD must be included.

For this exercise, the WARNORD would contain this basic information:

Mission - SAW familiarization training at Knapp Range

Participants - Squad

Time - Tomorrow at 0800

Time and Place for Issuance of OPORD - Tonight at xx at the bivouac site.

See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

3. What time should you issue the OPORD to your unit?

A. 1630 tonight

Incorrect! You received the mission at 1600. Issuing the OPORD at 1630 only allows you thirty minutes of planning time to complete all eight steps of the troop leading procedures. That's not enough planning time. A better option is issuing the OPORD at 1730. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

B. 1730 tonight

Correct! You received the mission at 1600. You have to execute the mission at 0800 the next day. You have 16 hours of total planning time. Using the 1/3 2/3 planning rule, you must issue your order NLT 2130 tonight in order to make sure your squad has enough preparation time to execute the mission. The 1730 today choice gives you adequate planning time but still permits the squad adequate preparation time. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

C. C. 2300 tonight

Incorrect! You have not given your troops enough preparation time if you issue the OPORD that late. You received the mission at 1600. You have to execute the mission at 0800 the next day. You have 16 hours of total planning time. Using the 1/3 2/3 planning rule, you must issue your order NLT 2130 tonight in order to make sure your squad has enough planning time to execute the mission. A better option is issuing the OPORD at 1730 today. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

D. 0500 tomorrow morning

Incorrect! This leaves your unit far too little preparation time. You received the mission at 1600. You have to execute the mission at 0800 the next day. You have 16 hours of total planning time. Using the 1/3 2/3 planning rule, you must issue your order NLT 2130 tonight in order to make sure your squad has enough planning time to execute the mission. A better option is issuing the OPORD at 1730 today. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

4. Here is your WARNORD:

Mission - SAW familiarization training at Knapp Range

Participants - Squad

Time - Tomorrow at 0800

Time and Place for Issuance of OPORD - Tonight at 1730 at the bivouac site.

As you radioed the WARNORD to your squad, a fire team leader mentions that the squad is running low on water and food. You return to headquarters to coordinate tomorrow's exercise with the platoon sergeant. List some of the logistical issues you need to coordinate. Then click on the **Submit** button and compare your answer to a recommended solution.

Now that you have issued the WARNORD, you are coordinating with the platoon sergeant to gather enough information to make a tentative plan (step 3 of troop leading procedures). Here are some issues you should have discussed with him:

1. Weapons - How many?
2. Ammunition - How many rounds per Soldier?
3. Transportation - Confirm when we'll know whether or not transportation will be available.
4. Food - How to get additional food to support tomorrow's training exercise.
5. Water - How to get additional water to support tomorrow's road march in case transportation is not available.

See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

5. Your coordination with the platoon sergeant resulted in a tentative plan for the mission (step 3 of troop leading procedures). There will be three SAWS available for pickup at 1700 today. The ammunition will already be at the range tomorrow morning when you arrive. You can get additional food and water at chow at 1800. You confirmed that you won't know for sure about transportation until 2130 tonight. How should you task your fire team leaders to perform Step 4 of troop leading procedures, Start the Necessary Movement?

- A. Task one to get weapons and the other to check on the transportation.

Incorrect! There's no need to check on the transportation. The platoon sergeant told you that he'd let you know the status of transportation by 2130. The best answer would be to task one to coordinate the weapons pickup and the food and water pickup while the other begins readying the troops for the mission. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

- B. Take one with you to get the food and water and send the other to the arms room to pick up the weapons.

Incorrect! This is not the best option because you've left no one to supervise the preparation of the troops for tomorrow's mission. The best answer would be to task one to coordinate the weapons pickup and the food and water pickup while the other begins readying the troops for the mission. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

- C. Order them to supervise the troops while you go coordinate the weapons, chow, and water pickup.

Incorrect! You don't need both fire team leaders supervising the troops. The best answer would be to task one to coordinate the weapons pickup and the food and water pickup while the other begins readying the

troops for the mission. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

- D. Task one to coordinate the weapons pickup and the food and water pickup and have the other begin readying the troops for the mission.

Correct! This is the best answer because it has one fire team leader coordinating the weapons pickup and the food and water pickup while the other begins readying the troops for the mission. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

6. You are on Step 5, Reconnoiter, and trying to determine the departure time if transportation is unavailable, and you have to walk to Knapp Range. Knapp Range is eight kilometers away from your bivouac site. You must begin training at Knapp Range no later than 0800. The map recon shows that your troops will travel on a fairly flat unpaved road. You have decided to perform a tactical road march instead of an administrative road march, so you must take that into consideration when calculating the time. If you find out at 2130 tonight that you don't have transportation tomorrow, when should you and your unit start movement to Knapp Range?

A. Tonight

Incorrect! There is no reason to start movement tonight to the range. The better answer is leaving at 0500 tomorrow. Leaving at 0500 allows you plenty of time to perform a tactical road march along the 8 kilometers to Knapp Range, to arrive there by 0730, and to distribute the ammunition before the training starts at 0800. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

B. 0300 tomorrow

Incorrect! Leaving at 0300 is leaving too early. Knapp Range is only 8 kms away. Even conducting a tactical rather than an administrative road march will probably only take you a few hours. The better answer is leaving at 0500. Leaving at 0500 allows you plenty of time to perform a tactical road march along the 8 kilometers to Knapp Range, to arrive there by 0730, and to distribute the ammunition before the training starts at 0800. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

C. 0500 tomorrow

Correct! Leaving at 0500 allows you plenty of time to perform a tactical road march along the 8 kilometers to Knapp Range, to arrive there by 0730, and to distribute the ammunition before the training starts at 0800. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

D. When the platoon sergeant tells you to

Incorrect! Remember that you should answer these questions thinking like an NCO, not an enlisted Soldier, and as an NCO serving as a squad leader. You are the one to decide when to leave, not the platoon sergeant. The best answer is leaving at 0500. Leaving at 0500 allows you plenty of time to perform a tactical road march along the 8 kilometers to Knapp Range, to arrive there by 0730, and to distribute the ammunition before the training starts at 0800. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

7. You have finished the plan and are on Step 7 of troop leading procedures, Issuing the Order. You have issued a verbal order and have also produced the sketch you see below. What are some ways that you can check Soldiers for their understanding of the OPOD? (Select all that apply.)

A. Repeat all or part of the order

Correct! For most Soldiers, it is enough to have them either repeat all or part of the order or have them use your sketch to explain their understanding. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

B. Write the order word for word as you dictate

Incorrect! The options to write the order word for word or have Soldiers draw their own sketches are probably unnecessary for this level of operation. For most Soldiers, it is enough to have them either repeat all or part of the order or have them use your sketch to explain their understanding. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

C. Have the Soldiers draw their own sketches based on yours

Incorrect! The options to write the order word for word or have Soldiers draw their own sketches are probably unnecessary for this level of operation. For most Soldiers, it is enough to have them either repeat all or part of the order or have them use your sketch to explain their understanding. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

D. Have the Soldiers demonstrate their understanding of the operation using your sketch

Correct! For most Soldiers, it is enough to have them either repeat all or part of the order or have them use your sketch to explain their understanding. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

8. As a squad leader, when is Supervision, step 8 of troop leading procedures, complete?

A. Never

Correct! Supervision is never completed. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

B. After the issuance of the WARNORD

Incorrect! Supervision is never completed. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

C. After the final order is issued

Incorrect! Supervision is never completed. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

D. After assigning the fire team leader their tasks

Incorrect! Supervision is never completed. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.

E. After inspection

Incorrect! Supervision is never completed. See FM 7-22.7, *The Army Noncommissioned Officers Guide*, Appendix C, for more information on troop leading procedures.